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ABSTRACT

These lessons were developed by teacher participants in the 1994 Fulbright-Hays Summer Seminars Abroad program in China. The 15 lessons include: (1) "Global Studies 1" (Robert H. Berry); (2) "Dao Beijing" (Thomas G. Buckingham, Jr.); (3) "Letters to the Past: An Integrated Curriculum on China, Hong Kong, and Macau" (Glenn D. Diedrich); (4) "China: The Master Culture" (Patricia A. Flores); (5) "Mapping the Five Themes of Geography throughout China" (Sharon H. Goralewski); (6) "China Projects and Activities" (Patricia Hardy); (7) "China for Children: A Curriculum Project" (Nila R. Hurley); (8) "China: Yesterday, Today, and Tomorrow" (J. David Kilpatrick); (9) "Lesson Plan for Archeology Exercise" (Nancy LeMasurier); (10) "Teaching Chinese Mythology and Chinese Classical Poems" (Ann Lew); (11) "The Three Teachings of China: An Introduction to Buddhism, Taosim, and Confucianism" (Katherine A. Kunz); (12) "Literacy in China: Utilizing Primary Source Material in the Elementary School Library Media Center" (Marguerite Mackay); (13) "Moral Education in China" (Susan Rudin); (14) "China: Then and There--Here and Now" (George F. Sabato); and (15) "The Chinese Woman: Past and Present" (Jean Wollam). (EH)

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ED 383 610

1994 FULBRIGHT HAYS SEMINAR ABROAD PROGRAM

China: Tradition and Transformation
Curriculum Projects

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1994 Fulbright Summer Seminar to China participant Stanley Holmes has sent his curriculum project to the other participants under separate cover.

LESSON PLANS
GLOBAL STUDIES 1

SUMMER SEMINAR
1994 FULBRIGHT
CHINA IN TRANSITION

►ROBERT H. BERRY◄
WEBSTER CENTRAL SCHOOL DISTRICT
JUNIOR HIGH SCHOOL

Webster, New York

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POPULATION PYRAMIDS

Purpose:

This lesson is designed to provide students with the background to understand the importance of age structure on population growth within a culture. It is important that the student understand the different shaped pyramids which they will be creating and the impact that pyramids have on growth patters.

Objectives:

1. The student will create a population pyramid for China, U.S. Singapore and Kenya.
2. The student will interpret and compare population pyramids of selected countries.
3. The student will map identified countries.

Process:

1. Display a population Pyramid on the overhead
    (a) Choose three from different continents.
        (1) Explain that a population pyramid shows the age and sex structure of a population. Examine the horizontal bars, which show the percentages (or numbers) of males and females in each group.

2. Have students interpret the chart. Which age group has the smallest population, the largest proportion of people? Which bar indicates the students in this classroom? Your parents, your teacher(60). Are there more people in your age group or in age group above yours/below yours.

3. Remember that a pyramid shows the history of a country's population growth. (ie.) In the U.S. from 1945-1965, people had larger families. These people are now between the age of 25-44 and are called "baby boomers". Identify this group on the Pyramid.

4. Show the pyramids of the other two countries you have chosen. (See World Bank Atlas, Population Reference Bureau Publications.)

2.

   (a). Have the student describe the countries (2) population structure.
   (b) How is this county's pyramid different from that of the U.S.
   (c) Which age group in both countries are the largest?
   (d) What proportion of the population is in this age group?
   (e) Look at country #3 . How is it different? How does it compare with country #2.

5. Why would the leaders of a country want to know the proportion of the population in different age groups?
   (a) What difference does the age of the people within a country make to the leaders of that country?
   (b) Is it important for the leaders or planners of a country to know the age of the population they are serving? Why?

6. Students will create a population pyramid for the countries previously mentioned. They will only use 4 age categories.

7. Pass out copies of a blank population pyramid outline. Remember Males on the left side and females on the right side. They are measured as a percentage of the population. For the U.S. 14% of females are age 0-19 Draw a line from the bottom of the box at 14% up to the next line (Do this along with the students on the overhead). Repeat this process for the Males. Continue the process for the other age groups.

8. Hand out copies of the pyramid data table plus another copy of the blank pyramid sheet.

   (a) At this point the class can be organized into groups. I use four students to a group, one group for each country. China, U.S. Singapore, Kenya. The number of students in a group depends on the size of the class.

9. When the pyramids are completed each group will makes copies of their pyramid and share the information with the other three groups.

(a) Discuss the similarities and differences in the shapes of the pyramids and what it means.
(b) Have each group record their findings on the overhead.

Purpose:

This lesson will introduce the student to population trends. How many people inhabit the earth is an important factor in determining the impact population will have on the environment. Students need to be made aware of the population trends and its impact on the places where they will be living. Their future health, education, infrastructure and government will all be impacted. By introducing this graphing exercise students can begin the process of being aware of the population and its ramifications to our future.

Objectives:

1. The student will use library resources which can include electronic media materials.
2. Students will collect and record population data on
   a. The world
   b. China
   c. India
   d. U.S.
   e. Kenya

2. Students will construct a graph showing world population from 1750-2050.
3. Students will pinpoint on the graph where the selected countries fall for the present year.

Process:

1. Students will divide into five groups.
2. Groups will be assigned a designated country.
3. The groups will use standard reference or electronic reference materials to find the populations for the designated countries from 1750-2050.
4. Groups will share their information with a student designated master graph maker.
5. Each group will plot the gathered information to their graph and also share the information with the master graph maker.
6. The master graph maker will plot the master graph from the data provided by each of the groups. The master graph is to be plotted on a matrix on the overhead, or a computer.
7. When the master graph is completed each group will write a series of conclusions as to the impact of population on the designated country and the world community. Conclusions will be recorded to the newsprint board. The question should always be asked as to the impact on the students in 3 years, 10 years, 20 years.

Purpose:

This lesson is designed to provide students the opportunity to explore the environment of China (or any area) through the process of constructing graphs and interpreting pictures and maps in order to describe the impact environment has on a country and its people. Using these graphs, pictures, and maps students will draw conclusions about the country and its future problems. The student will be introduced the the process of identifying trends.

Objectives:

1. Students will research temperature and precipitation data in the library.
2. Students will record temperature and precipitation data on five locations in China.
3. Students will work in teams being responsible for 1 location in China.
4. Students will use data to construct a climate graph.
5. Students will interpret and speculate on the information depicted on the graph.
6. Students will access the potential impact on the people and the environment of China.
7. Students will research pictorial material for each of the five identified areas of China in the library using standard reference material or the electronic reference material. Personal photographs are always useful.

Procedure:

1. Students will divide into five data collecting/recording groups.
2. Each group will collect temperature/precipitation data on one location from January to December in China for the same year.
3. Recorded data will be in both 0/c-mm and 0/f-mm.
4. Cities are:
   a. Beijing
   b. Singapore
   c. X'ian
   d. Guilin (or 1 western city)
   e. Hong Kong
5. Each group will identify the Latitude/Longitude and elevation of the city.
6. Each group will have a spokesperson who will be responsible for representing their group, disseminating and retrieving data on the other cities.
7. Using this shared data each group will construct a climate graph, their information is to be plotted on a master graph and a master map.
8. Students may construct the map and graph manually or they may use the

8. (cont.) computer in the class room.
9. Each group will develop a series of conclusions based on the acquired data.
10. Using the acquired pictures, the students will decide if the conclusions are valid or invalid.
11. The conclusions will be recorded on the overhead or on the newsprint board and discussed.
12. If this exercise were to be expanded over a longer period of time then trends might emerge. This would lend itself to additional discussion and speculation.

Purpose:

To introduce the changing patterns of land use especially the conversion of farmland to other purposes; this is a major concern to many in China and the world community. Those people and countries that are about to loose ever increasing amounts of farmland point out that the present decline in arable land per capita to a whole list of reasons could threaten some countries ability to feed their population. If the patterns continue the implications send up warning signs for the future for all of us as members of the world community. We are now in a position to raise the all important question; What If?

Objective:

1. The student will research in the library crop land area in China, U.S., Kenya 1960-1994.
2. Students will convert Acres to hecares.
3. Students will construct a line graph showing crop land ares from 1961-94.
4. Students will work in 3 groups. Once the data is collected the information will be shared with each group. The fourth group will collect the group data and construct a composite or master graph.

Procedures:

1. Students will divide into four groups. Groups 1,2, and 3 will research in the library crop land area in China, U.S. Kenya from 1960-1994. Each group will exchange the information gathered.
2. Each group will supply the information with group four, who will develop a master line graph.
   Each group will develop a line graph showing crop land area for their respective country.
3. Each group will interpret the meaning of the graph and speculate on the future of these three countries and their ability to feed their countries.
4. These findings will be recorded on the board/overhead or newsprint board.

Purpose:

Have student teams research in the library the number of births per women in China, U.S., Singapore, Kenya. They will develop a bar graph for comparison purposes . Using the completed graph the teams will make projections as to how the births might impact each of the countries.

Objective:

1. This activity will involve students in group work situations.
    a. Students will divide into four groups
2. Students will Research births per women using library reference materials.
    a. The countries to be researched are Chins, U.S. Singapore, Kenya.
    b. Each group will choose one of the above mentioned countries for their library search.
3. Students will construct bar graphs from the data collected.
    a. This data should span a 20 year period.
    b. The bar graphs may be constructed by hand or a computer may be used.
4. The student groups will exchange information (data) so the the information can be used to draw conclusions.
5. The student groups will compare and discuss their conclusions with the class and the information will be recorded on the overhead or board.

Procedure:

1. Students will divide into four groups each group being responsible for one of the countries previously mentioned.
2. Each group will go to the library and research the information; "The number of births per women".
3. Each group will exchange the information so that the group will have a bar developed including the four mentioned countries.
4. Each group will interpret the bar graph and draw conclusions relating to what this information means for future planners and government officials in each of the countries.

GLOBAL STUDIES NINE: AFRO-ASIA Name ____________________

Title: *CHINA - PHYSICAL AND POLITICAL GEOGRAPHY* Assignment Number __________

Teacher ____________ Period ____________ Due Date ________ Mark / 45

Date handed in (late) ______ Reason for lateness ____________________

Sources of Information: ____

Use the China outline map to accomplish the following tasks:

Trace ALL international boundaries in red, including those crossing bodies of water. (4 points)

Label the following political entities using capital letters:
People's Republic of China; Republic of China; two European colonies; two nations occupying one peninsula; two archipelago nations to the east; four Southeast Asian nations; six South Asian nations; China's giant northern neighbor; the "buffer state" between the two Asian giants. (20)

Trace all rivers, seacoasts, and lakes in blue (4 points)

Shade the entire map according to elevation, using the colors green, yellow, orange and brown (8 points)

Put the following physical features on the map: (1 point each)

Geographic Regions

Inner Mongolia
Manchuria
Korea
Shantung Peninsula
Taiwan (Formosa)
Hainan (Island)
Sinkiang (Hsinchiang)
Tibet
Turfan Depression
Changpai Range (Mts.)

Landforms

Greater Khingan (Hsingan) Range
Altai Chin (Mts.)
Tien Shan (Mts.)
Himalayas
Takla Makan (Desert)
Gobi (Desert)
Tibetan Plateau
Dzungarian Gap
South China Highlands/Uplands
Chin Ling (Mts.)

Bodies of Water
(Kiang = River)

Sea of Japan
Yellow Sea
Gulf of Chihli
East China Sea
South China Sea

Hwang Ho (Yellow R.)
Yangtse Kiang (River)
Taiwan (Formosa) Strait
Gulf of Tonkin
Hsi (Si/Xi or West) River

Amur (& Argun) River
Sungari River
Liao River
Yalu River
Ussuri River

What is loess ? ________________________________ (1 point)

Why are the Yellow River and Sea so named ? ________________________

____ (1 point)

China lies between what two lines of latitude ? ___°__ & ___°__ (2 points)
Sketch them in or highlight them in black on the map (1 point each)

Use arrows and labels to indicate the directions of the following: (2 points)

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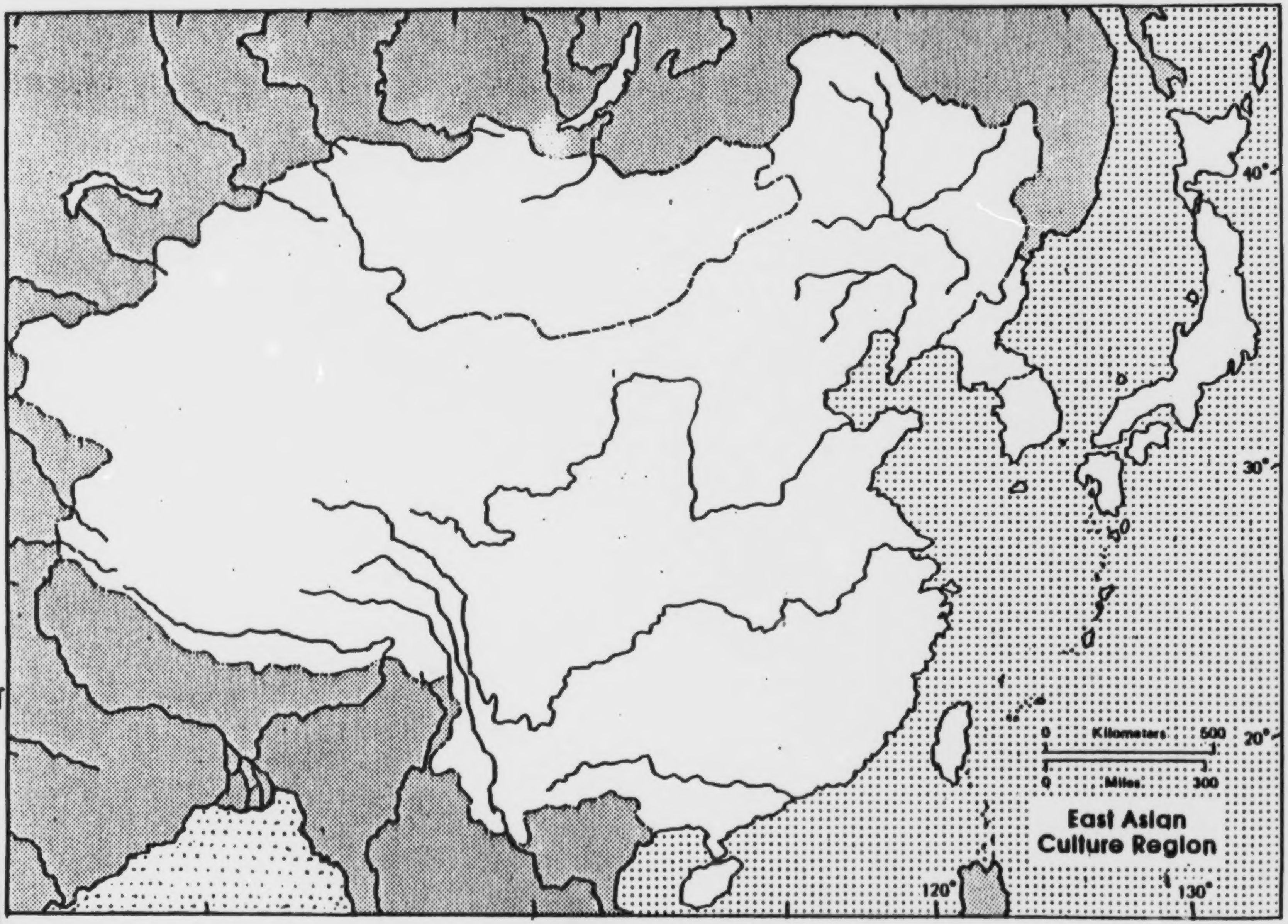
CHINA - POLITICAL GEOGRAPHY, PHYSICAL GEOGRAPHY AND CLIMATE



Name

Date

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➤ the cool dry winter winds which blow ______ onto the North China Plain
➤ the warm moist summer winds which bring ______ to South China's Uplands

On your own paper, describe the climates of the two major population regions of China (5 points each) ←

The Plain of North China   Southeastern China

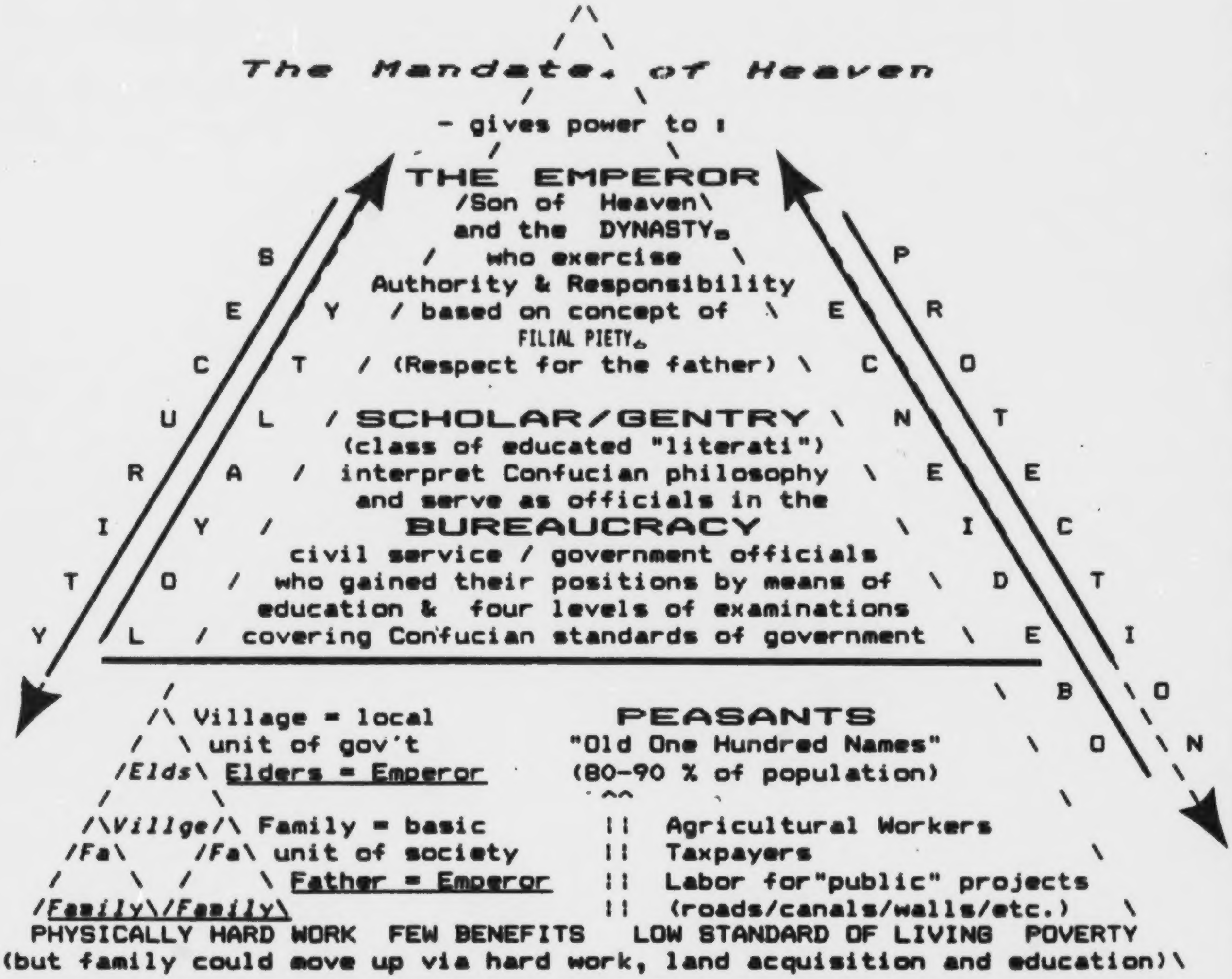
Be sure to include information about the influences on climate of bodies of water, mountain ranges, arid areas, and continent land masses where appropriate.

(90 questions/points ÷ 2 = 45 points) ⬅

THE IMPERIAL / CONFUCIAN[1] PATTERN

A Highly Centralized[2] System of Political, Economic and Social Organization

(The HIERARCHY[3] of Traditional Chinese Culture)



The Mandate[4] of Heaven

- gives power to :

THE EMPEROR
/Son of Heaven\
and the DYNASTY[5]
/ who exercise \
Authority & Responsibility
/ based on concept of \
FILIAL PIETY[6]
/ (Respect for the father) \

**/ SCHOLAR/GENTRY **
(class of educated "literati")
/ interpret Confucian philosophy \
and serve as officials in the
BUREAUCRACY
civil service / government officials
/ who gained their positions by means of \
education & four levels of examinations
/ covering Confucian standards of government \

/\ Village = local
/ \ unit of gov't
/*Elds*\ Elders = Emperor
/\Villge/\ Family = basic
/*Fa*\ /*Fa*\ unit of society
/ \ / \ Father = Emperor
/*Family*\\/*Family*\

PEASANTS
"Old One Hundred Names"
(80-90 % of population)
^^
!! Agricultural Workers
!! Taxpayers
!! Labor for "public" projects
!! (roads/canals/walls/etc.)

PHYSICALLY HARD WORK FEW BENEFITS LOW STANDARD OF LIVING POVERTY
/(but family could move up via hard work, land acquisition and education)\

**/MERCHANTS ARTISANS SCIENTISTS SOLDIERS **
(given little respect because they used neither their minds nor their hands)

---

[1] CONFUCIANISM'S BASIC PRINCIPLES
JEN = Humanity: help others from inner goodness
LI = Conscience: do the right thing without selfishness

[2] CENTRALIZED - concentration of power with the Emperor and those directly responsible to Emperor

[3] HIERARCHY - ranking

[4] MANDATE - blessing or command

[5] DYNASTY - series of related rulers

[6] FILIAL PIETY: IDEA GOVERNING THE BASIC "FIVE RELATIONSHIPS"
Emperor & Subject
Father and Son
Older Brother & Younger Brother
Husband & Wife
Teacher & Student

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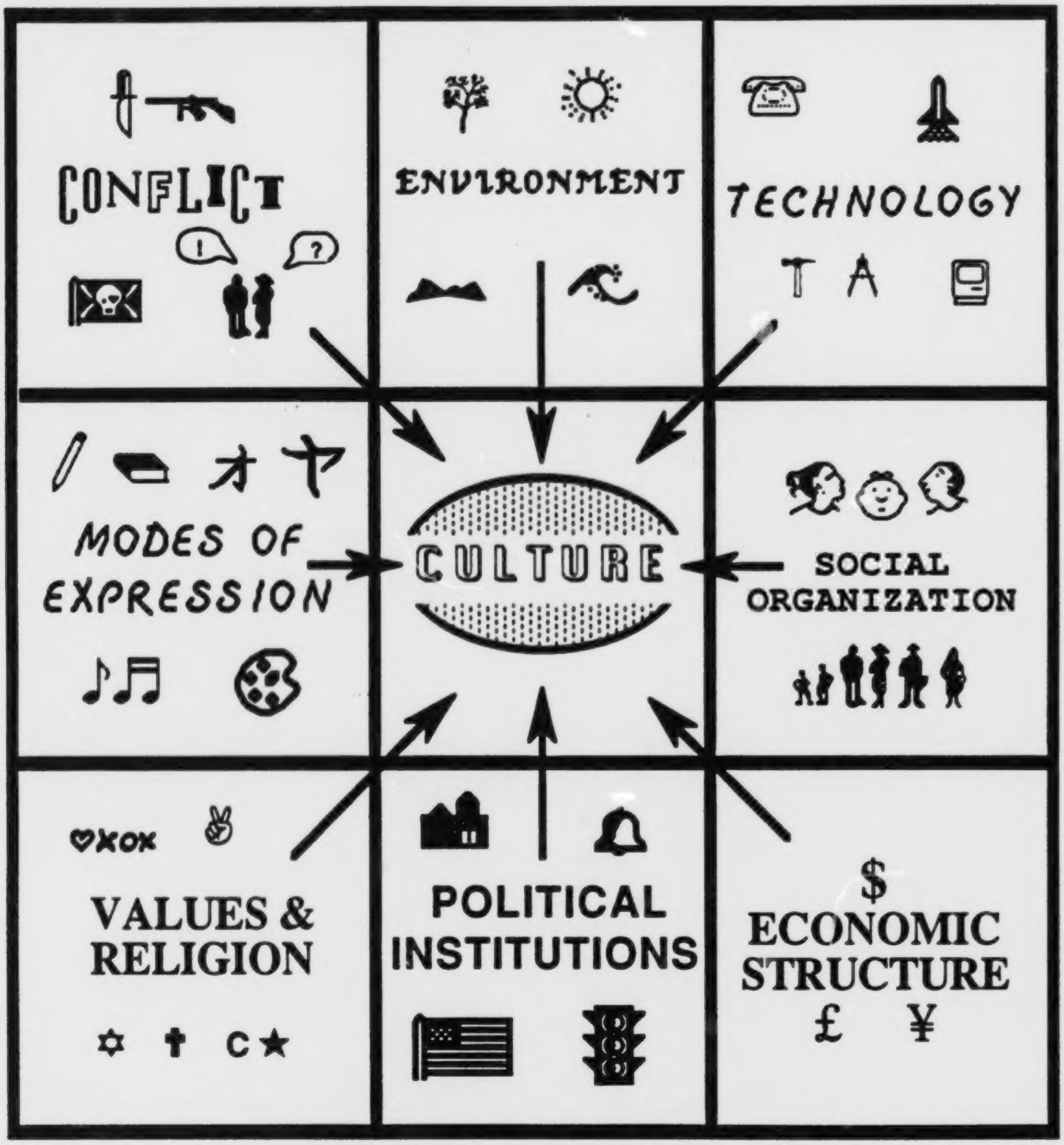
ELEMENTS OF CULTURE

How a group of people react to some or all of the following:



CONFLICT

ENVIRONMENT

TECHNOLOGY

MODES OF EXPRESSION

CULTURE

SOCIAL ORGANIZATION

VALUES & RELIGION

POLITICAL INSTITUTIONS

$

ECONOMIC STRUCTURE

£ ¥

RESULTS IN

the distinctive CULTURE of that group

The existence & operation of these factors in a culture's past make up its

History

as contributed to LRGS

GLOBAL STUDIES 9 NAME:____________________

MAJOR ELEMENTS OF CULTURE--DEFINITIONS

1. Environment - The total of all natural surroundings and influences that affect human beings.

2. Technology - The tools and techniques that people use to control and interact with their environment.

3. Social Organization - The manner in which individuals and groups "order" themselves within a culture. These relationships determine interactions among and between groups and individuals.

4. Political Institutions - Systems of power, authority, and government.

5. Economics - Ways of making a living. The use of resources in the production, distribution, and consumption of goods and services.

6. Religion - Systems of faith, belief(s), values that is reflective of what is important to the individuals and groups in a culture.

7. Modes of Expression/Communications - Transmission of verbal and written messages. The exchange of information, or emotions, through behavior, language, symbolism or artistic expression.

8. Conflict - Struggle between individuals or groups out of competition or opposing views/actions.

Title: Identifying Elements of Culture Name ______________

Source : Cultural Elements Chart Due ___/___/___ Per ___

Directions: The eight *Elements of Culture* which we have discussed in class are listed on the chart below. Next to each element is one example of that element in American culture. Complete the chart by listing two (or more) additional examples of each element.

Element	*U.S. Example*	*Your Examples*
ENVIRONMENT	GREAT PLAINS	
TECHNOLOGY	SPACE SHUTTLE	
SOCIAL ORGANIZATION	FAMILY	
ECONOMIC STRUCTURE	CREDIT CARDS	
POLITICS & LAW	CONGRESS	
RELIGION & VALUES	THE BIBLE	
COMMUNICATION	CABLE TV	
CONFLICT	GUN CONTROL	

China

CONFLICT

Human Rights
Communist / Nationalists

ENVIRONMENT

River Valleys
Eastern Region
Geographic Isolation
Deserts & Mountains
Monsoons
Humid Subtropical

MODES OF EXPRESSION / COMMUNICATION

Ideograms
Nature Themes in Art

TECHNOLOGY

Great Wall
Canals
Irrigation Projects

VALUES & RELIGION

Ancestor Worship
Confucianism
Taoism
Buddhism

SOCIAL ORGANIZATION

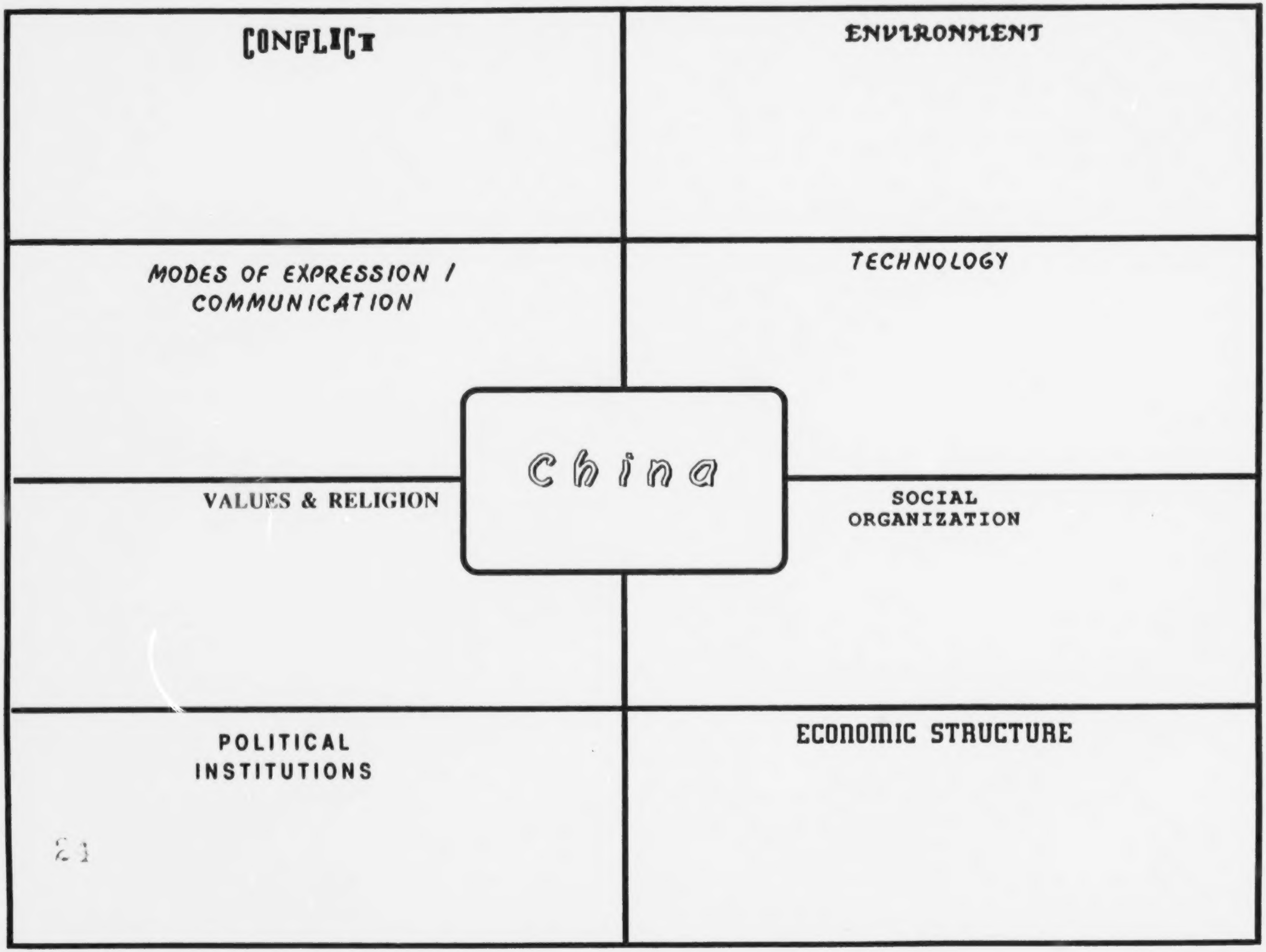
Family Loyalty
Imperial Pattern
Superior / Inferior

POLITICAL INSTITUTIONS

Imperial China
Dynastic China
Republic / Nationalist
Communist

ECONOMIC STRUCTURE

Agricultural, Subsistent Farming
Communes
Four Modernizations



CONFLICT

ENVIRONMENT

MODES OF EXPRESSION / COMMUNICATION

TECHNOLOGY

China

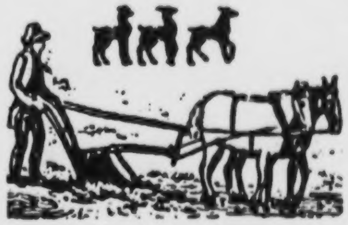
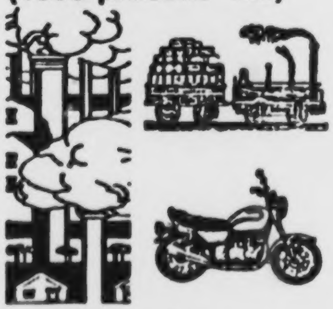
VALUES & RELIGION

SOCIAL ORGANIZATION

POLITICAL INSTITUTIONS

ECONOMIC STRUCTURE

HUMAN CULTURAL DEVELOPMENT

STAGE 1 (1,000,000 BC?)	STAGE 2 (30-50,000 BC)	STAGE 3 (3-5,000 BC-1800 AD)	STAGE 4 (1800-present AD)
TECHNOLOGICAL REVOLUTION	AGRICULTURAL REVOLUTION	LEGAL & URBAN REVOLUTION	INDUSTRIAL REVOLUTION
			
Hunting & Gathering	*Farming & Herding*	*Law Codes & Cities*	*Factories & Machines*
Characteristics	**Characteristics**	**Characteristics**	**Characteristics**
Nomadism *Nearby resources* Resources not changed much *Self-sufficiency* Spiritually oriented *Unity / Harmony* Families / Clans	*Sedentary* Domestication of plants & animals *Subsistence* Villages/Tribes *Short-distance trade* Extended Families *Use local resources*	Surplus food *Job specialization* Writing, numbering & money systems *Trade & transport* Kingdoms / Empires *Rulers / Peasants* Hierarchical society	*Variety of resources* Long distance trade *Materially productive* Complex technology Social services *Structural & formal* Totalitarianism/ Democracy
NEEDS	**NEEDS**	**NEEDS**	**NEEDS**
Plants / animals for food / shelter *Favorable climate* Water Supply *Large area*	Fertile soil *Water supply for irrigation* Favorable growing seasons	*Surplus food supply nearby* Trade/defense location *Labor force*	*Transport/Communication* Mineral Resources *Abundant food* Skilled Workforce

CROSSWORD PUZZLE

PURPOSE:

To review terms already used in previous lessons.
This is a computer generated cross work puzzle.

OBJECTIVE:

1. To provide the student with a vocabulary review of terms already introduced in previous lessons.
2. Students will use the clues provided to arrive at the appropriate term.

GEOGRAPHIC CROSSWORD PUZZLE

The following terms will be developed into several crossword puzzles.

1. Acid Rain
2. Agro-Management
3. Aquifer
4. Arable
5. Biosphere
6. Birth Rate
7. Carrying Capacity
8. Cash Crop
9. River Basin
10. Chlorofluorocarbons
11. Cholera
12. Cyclical
13. Death Rate
14. Deforestation
15. Delta
16. Demographics
17. Desertification
18. Dysentery
19. Ecosystem
20. Fallow
21. Greenhouse Effect
22. Gross Domestic Product
23. Gross National Product
24. Infant Mortality Rate
25. Infrastructure
26. Land Degradation
27. Life Expectancy
28. Monsoon
29. Oasis
30. Sahel
31. Salinization
32. Salinization
33. Silt
34. Slash & Burn

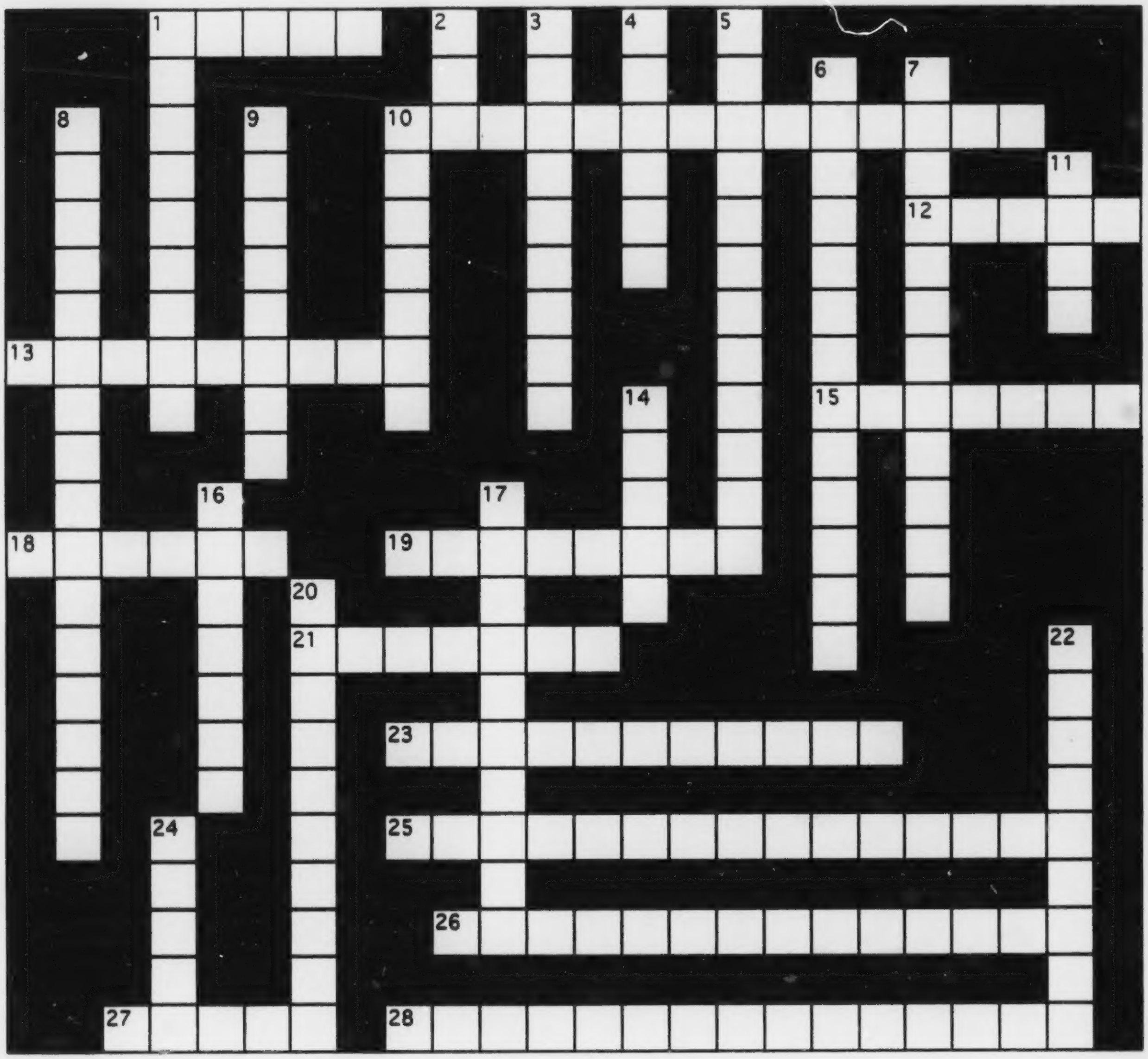
2.

Cross Word Puzzle (Continued)

35. Squatter Settlement
36. Subsistence Farming
37. Typhoid
38. Urbanization
39. Water Shed
40. Per Capita Income
41. Literacy Rate
42. Desalinization
43. Self sufficiency
44. Terracing
45. Leaching
46. Silting
47. Rural
48. Reforestation
49. Human Resources
50. Humus

Date: ______________ Name: ____________________

GEOGRAPHIC CROSSWORD PUZZLE I



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GEOGRAPHIC CROSSWORD PUZZLE I

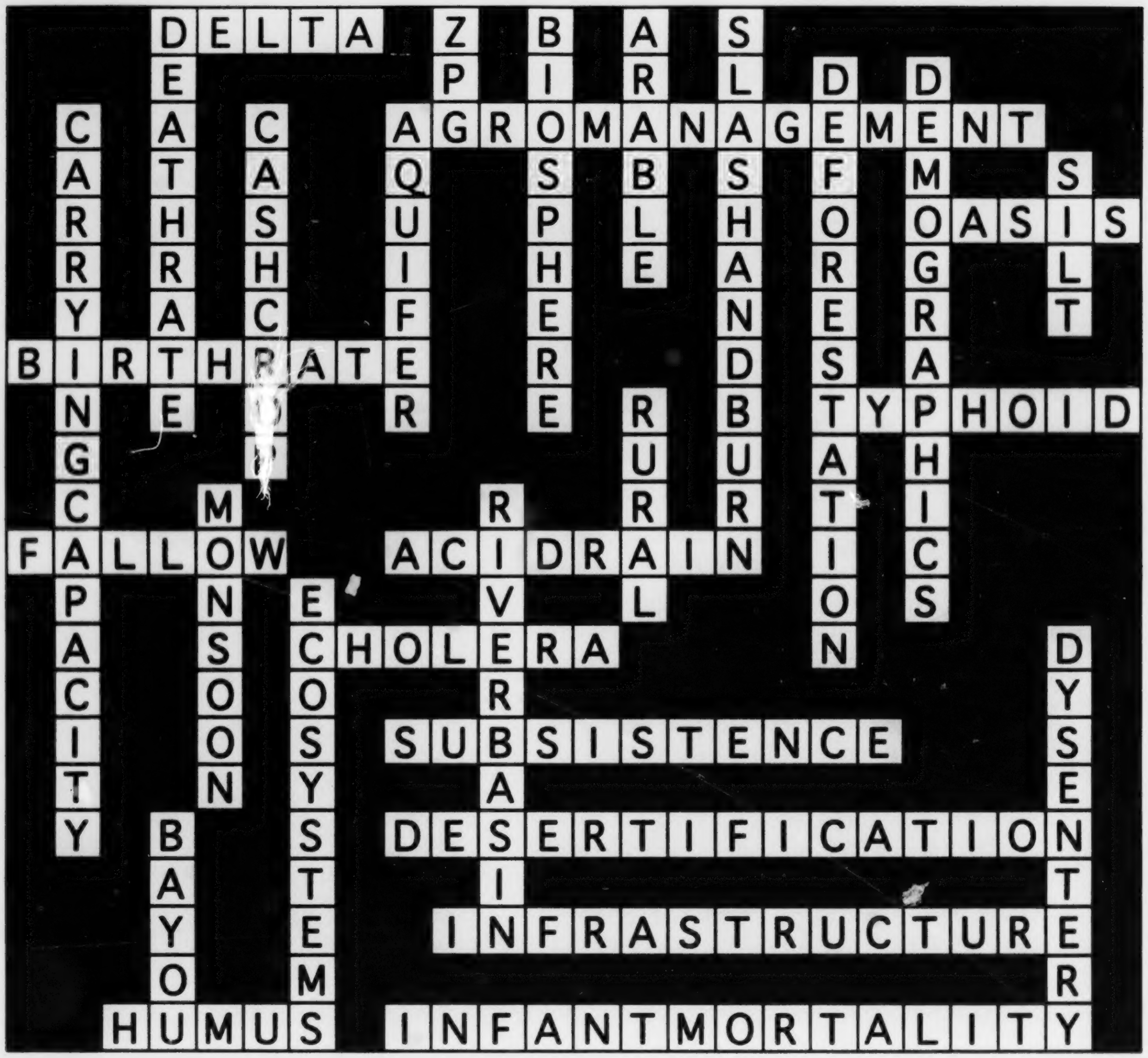
ACROSS

1. Islands and sandbars made from sediments dropped from rivers flowing into a still body of water.
10. Control of agricultural areas, including soil and water.
12. A small, isolated plot of fertile land in the middle of barren or desert land. Usually has trees and water.
13. The number of births per1000 population in any given year.
15. A contagious disease, high fever, headache, and diarrhea.
18. To leave land untilled or unsowed after plowing
19. Rain that has become polluted from falling through air pollutants.
21. An infection spread through unsanitary drinking water, sometimes fatal marked by severe diarrhea.
23. Most of what is produced is consumed by the farmer and his family, with little or nothing left.
25. The process by which semi-arid grassland becomes desert.
26. The transportation network, communications system, electricity, water supply of a nation.
27. A mixture of decaying organic matter and inorganic compounds in the topsoil.
28. The number of deaths to infants under one year of age in a give year per/1000.

DOWN

1. The number of deaths per 1000 population in a given year.
2. A situation where the births equal the deaths within a country.
3. Part of the earth, including air & water, that can support life.
4. Land that can be plowed or tilled easily.
5. A situation where a patch of forest and brush are cut and burned.
6. The loss of trees due to overcutting of forests.
7. The study of human populations, including size, composition,distribution and density.
8. The largest number of living things that can be supported in any given area.
9. A crop grown primarily for the purpose of selling for a profit.
10. Underground bed or rock, sand or gravel that holds and transmits water to wells and springs.
11. Sedimentary rock material whose particles are finer than grains of sand.
14. Section of the landscape where the farms are located.
16. A pattern of seasonal changing winds with rain that dominates life in South Asia.
17. A area that is drained by the major river and all its tributaries.
20. The community of plants and animals interacting with one another and the environment.
22. An epidemic disease characterized by severe diarrhea and abdominal pain. Bacterial infection. from food and water.
24. A marshy inlet or outlet.

GEOGRAPHIC CROSSWORD PUZZLE I



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GEOGRAPHIC CROSSWORD PUZZLE I

ACROSS

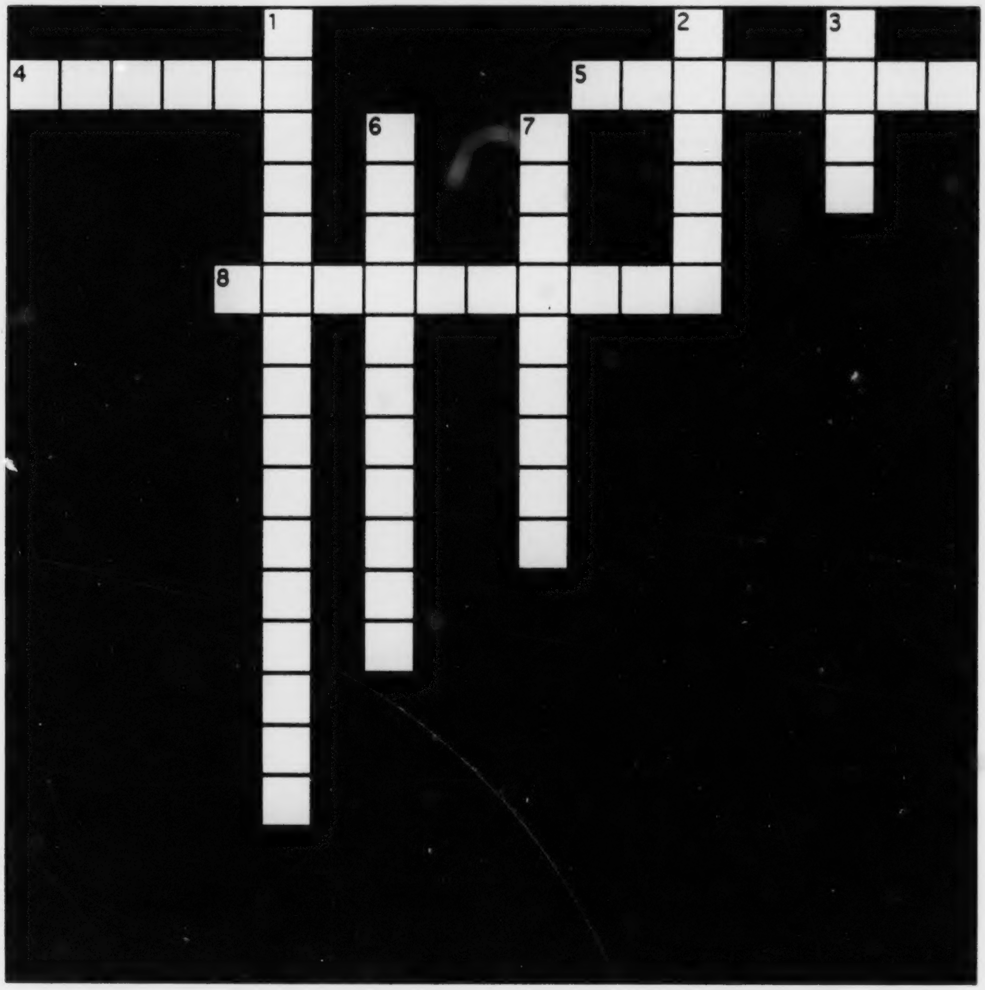
1. Islands and sandbars made from sediments dropped from rivers flowing into a still body of water. (DELTA)
10. Control of agricultural areas, including soil and water. (AGROMANAGEMENT)
12. A small, isolated plot of fertile land in the middle of barren or desert land. Usually has trees and water. (OASIS)
13. The number of births per1000 population in any given year. (BIRTHRATE)
15. A contagious disease, high fever, headache, and diarrhea. (TYPHOID)
18. To leave land untilled or unsowed after plowing (FALLOW)
19. Rain that has become polluted from falling through air pollutants. (ACIDRAIN)
21. An infection spread through unsanitary drinking water, sometimes fatal marked by severe diarrhea. (CHOLERA)
23. Most of what is produced is consumed by the farmer and his family, with little or nothing left. (SUBSISTENCE)
25. The process by which semi-arid grassland becomes desert. (DESERTIFICATION)
26. The transportation network, communications system, electricity, water supply of a nation. (INFRASTRUCTURE)
27. A mixture of decaying organic matter and inorganic compounds in the topsoil. (HUMUS)
28. The number of deaths to infants under one year of age in a give year per/1000. (INFANTMORTALITY)

DOWN

1. The number of deaths per 1000 population in a given year. (DEATHRATE)
2. A situation where the births equal the deaths within a country. (ZPG)
3. Part of the earth, including air & water, that can support life. (BIOSPHERE)
4. Land that can be plowed or tilled easily. (ARABLE)
5. A situation where a patch of forest and brush are cut and burned. (SLASHANDBURN)
6. The loss of trees due to overcutting of forests. (DEFORESTATION)
7. The study of human populations, including size, composition,distribution and density. (DEMOGRAPHICS)
8. The largest number of living things that can be supported in any given area. (CARRYINGCAPACITY)
9. A crop grown primarily for the purpose of selling for a profit. (CASHCROP)
10. Underground bed or rock, sand or gravel that holds and transmits water to wells and springs. (AQUIFER)
11. Sedimentary rock material whose particles are finer than grains of sand. (SILT)
14. Section of the landscape where the farms are located. (RURAL)
16. A pattern of seasonal changing winds with rain that dominates life in South Asia. (MONSOON)
17. A area that is drained by the major river and all its tributaries. (RIVERBASIN)
20. The community of plants and animals interacting with one another and the environment. (ECOSYSTEMS)
22. An epidemic disease characterized by severe diarrhea and abdominal pain. Bacterial infection from food and water. (DYSENTERY)
24. A marshy inlet or outlet. (BAYOU)

Date: ______________ Name: ______________________

GEOGRAPHY OF CHINA



ACROSS

4. Southernmost mountain range in Tibet some of world's highest mountains
5. Peninsula in Eastern Highlands with good deposits of coal
8. Very large desert in western China

DOWN

1. Large plateau in southwestern China
2. Major city in Hsi Chiang River Delta
3. Desert in Xinjiang-Mongolian Uplands, Very cold in winter
6. Flows through Mongolian Border Uplands and North China Plain
7. Southernmost mountain range in Tibet some of world's highest mountains

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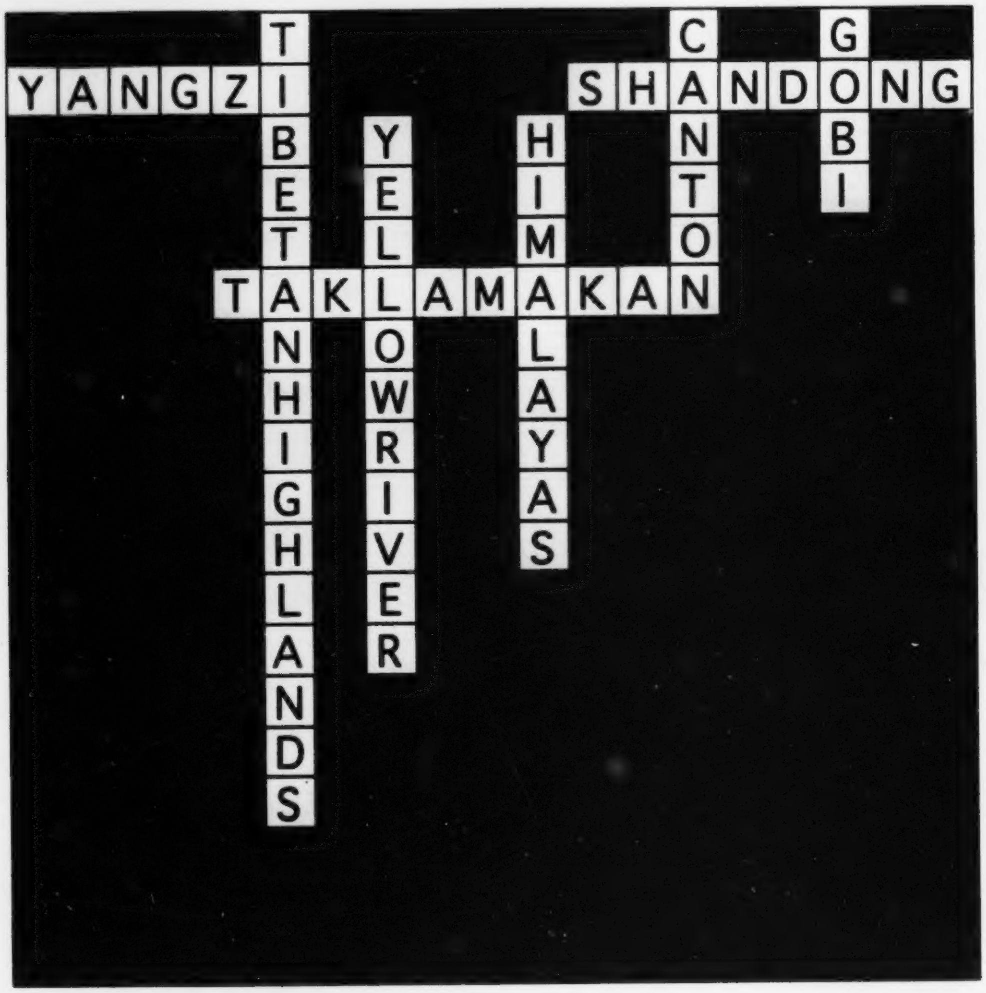
GEOGRAPHY OF CHINA



ACROSS

4. Southernmost mountain range in Tibet some of world's highest mountains (YANGZI)
5. Peninsula in Eastern Highlands with good deposits of coal (SHANDONG)
8. Very large desert in western China (TAKLAMAKAN)

DOWN

1. Large plateau in southwestern China (TIBETANHIGHLANDS)
2. Major city in Hsi Chiang River Delta (CANTON)
3. Desert in Xinjiang-Mongolian Uplands, Very cold in winter (GOBI)
6. Flows through Mongolian Border Uplands and North China Plain (YELLOWRIVER)
7. Southernmost mountain range in Tibet some of world's highest mountains (HIMALAYAS)

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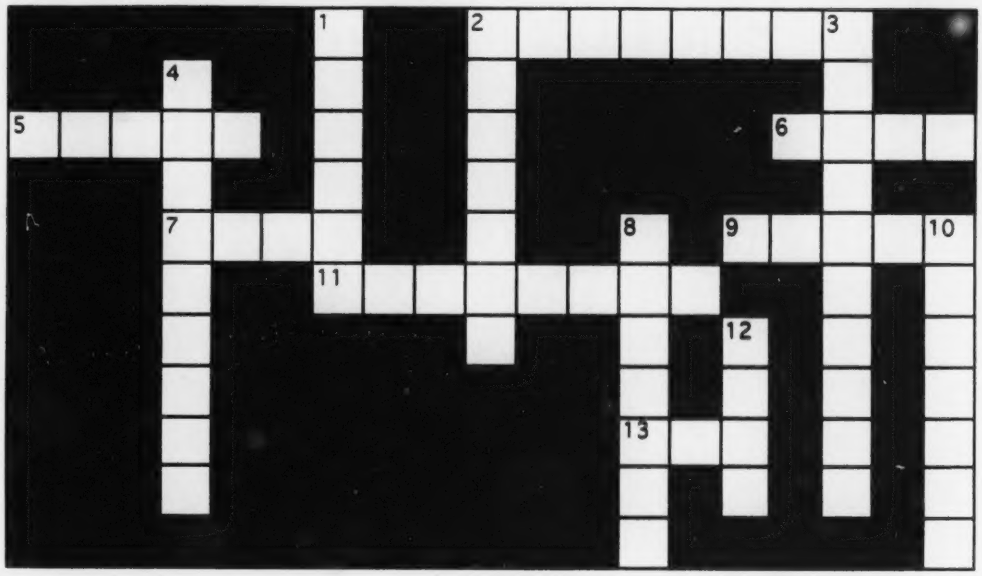
GEOGRAPHY OF CHINA



ACROSS

2. HILLSIDE FARMING PLOTS
5. CLIMATE OF THE SOUTHEAST
6. AREA OF CHINA WITH HIGHEST POPULATION DENSITY
7. CLIMATE OF THE WEST
9. USE 11% OF THE LAND
11. BASIN WHERE ANCIENT IRRIGATION PROJECT IS LOCATED
13. SOUTHERN CROP

DOWN

1. NORTHERN PEOPLES
2. SPITJERM CRP[
3. BASIC CONTOUR OF NATIONAL GEOGRAPHY
4. MOUNTAIN RANGE IN SOUTHWESTERN.CHIN
8. A MAJOR RIVER
10. NORTHERN CROP
12. IMPORTANT MINERAL

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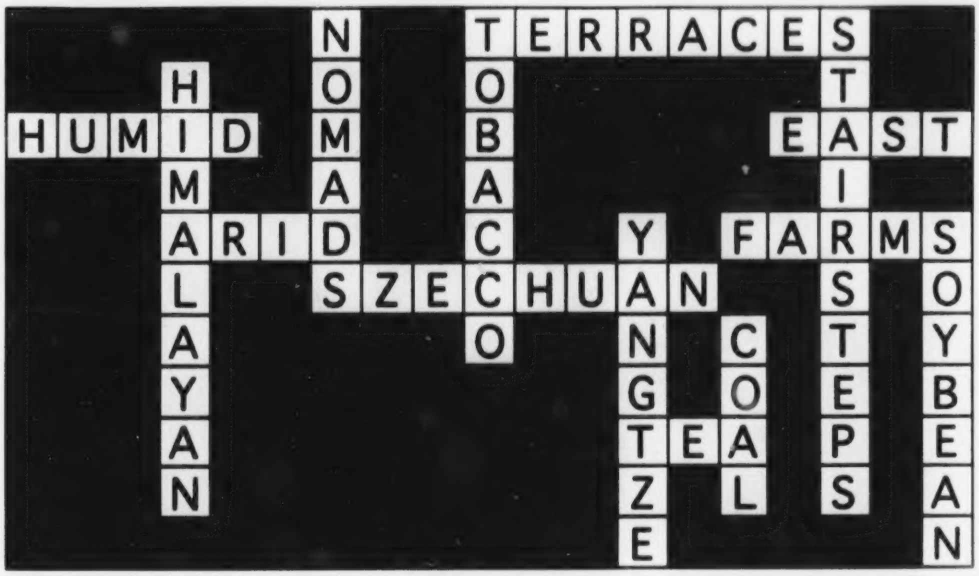
GEOGRAPHY OF CHINA



ACROSS

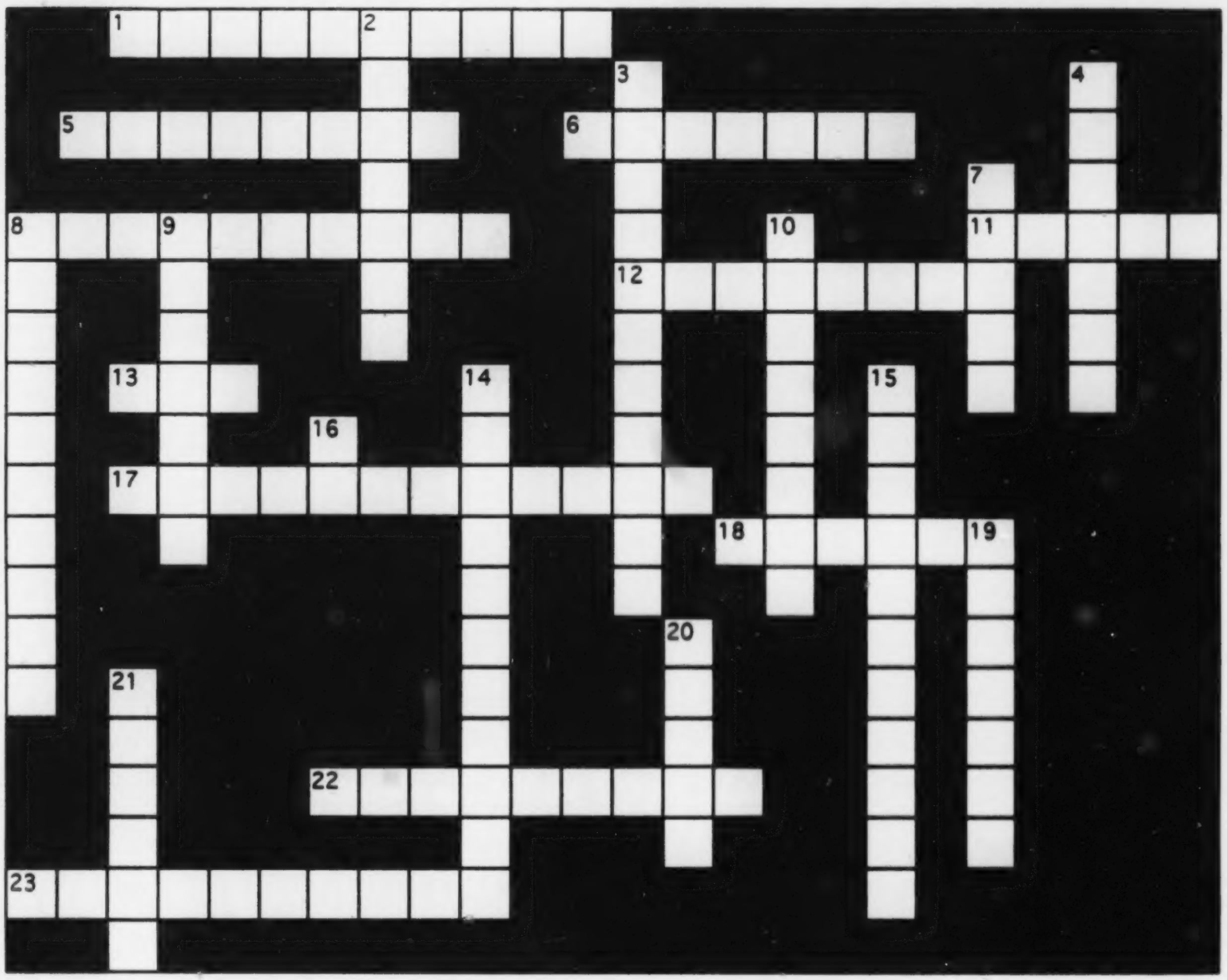
2. HILLSIDE FARMING PLOTS (TERRACES)
5. CLIMATE OF THE SOUTHEAST (HUMID)
6. AREA OF CHINA WITH HIGHEST POPULATION DENSITY (EAST)
7. CLIMATE OF THE WEST (ARID)
9. USE 11% OF THE LAND (FARMS)
1. BASIN WHERE ANCIENT IRRIGATION PROJECT IS LOCATED (SZECHUAN)
13. SOUTHERN CROP (TEA)

DOWN

1. NORTHERN PEOPLES (NOMADS)
2. SPITJERM CRP[(TOBACCO)
3. BASIC CONTOUR OF NATIONAL GEOGRAPHY (STAIRSTEPS)
4. MOUNTAIN RANGE IN SOUTHWESTERN CHINA (HIMALAYAN)
8. A MAJOR RIVER (YANGTZE)
10. NORTHERN CROP (SOYBEAN)
12. IMPORTANT MINERAL (COAL)

Date: _______________ Name: ______________________

CHINA CROSSWORD PUZZLE III



CHINA CROSSWORD PUZZLE III

ACROSS

1. Art or act of predicting the future.
5. The use of nature to predict the future.
6. Authority to govern
8. Letters or other marks used in writing systems.
11. Drug made of poppy plants on which users become dependent.
12. Body of opinions
13. Confucion principle that goodness comes from one's inner self.
17. Groups of people who share a common cultural heritage.
18. Semiarid grassy plains
22. Series of rulers from the same family.
23. People lacking an advanced civilization.

DOWN

2. Medeival practice of trying to change metals into gold.
3. Chinese art of fine handwriting
4. Style of handwriting.
7. A capital city and home of the ruler of china is the ____________ city.
8. Home of merchants, skilled workers, and business is a _______________ city.
9. Persons who rule when sovereigns are ill, absent, or very young.
10. Something that suggests a coming event.
14. Individuals who served in government in dynastic China.
15. Relieving pain and curing disease by inserting needles into the body.
16. Confucian principle of proper behavior.
19. Philosophy in which right and wrong conduct and thoughts are studied.
20. Persons recognized for their wisdom and judgement.
21. Wealthy landholders in old china.

Date: ______________ Name: ____________________

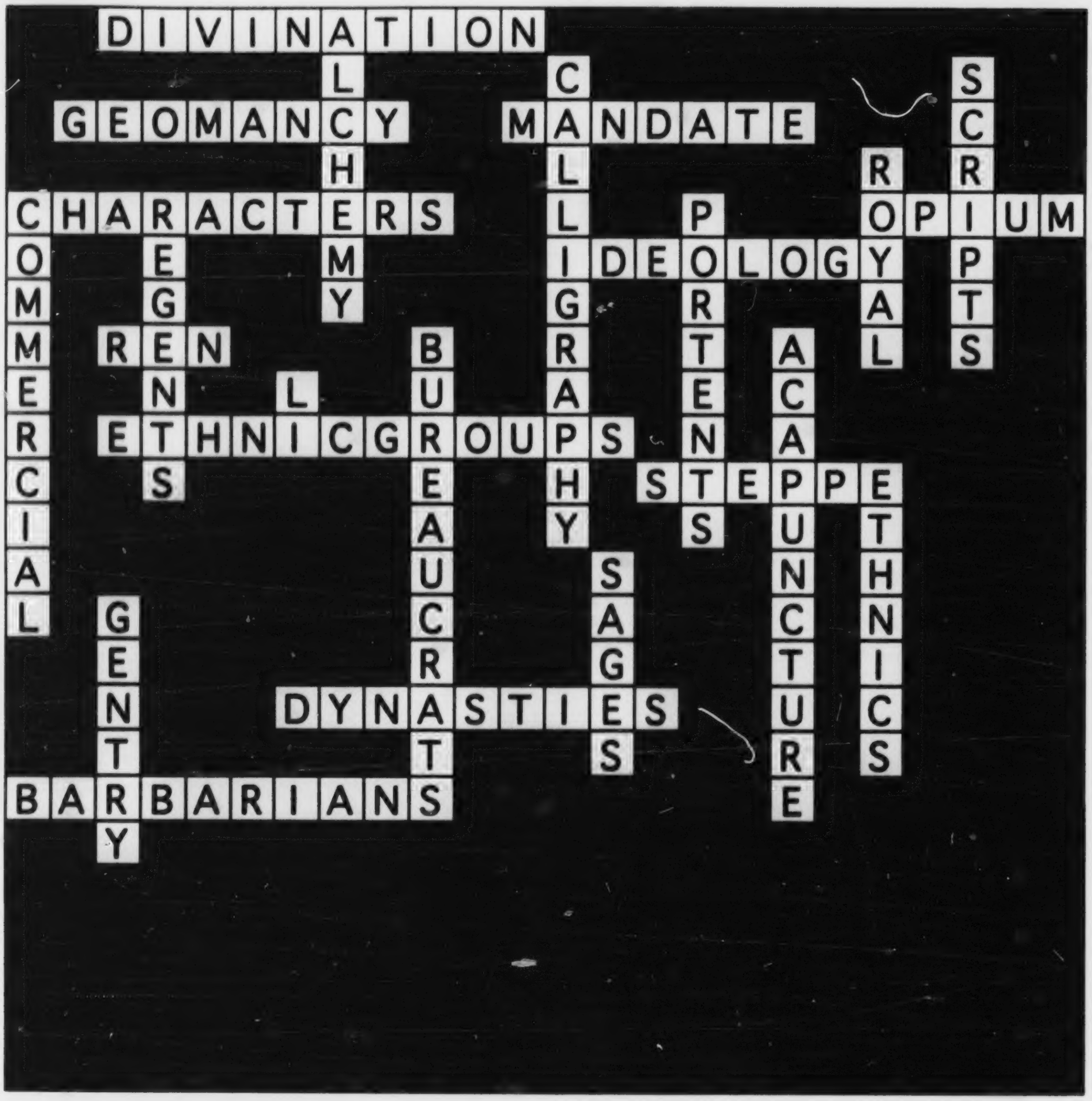
CHINA CROSSWORD PUZZLE III

WORD LIST

ACAPUNCTURE
ALCHEMY
BARBARIANS
BUREAUCRATS
CALLIGRAPHY
CHARACTERS
COMMERCIAL
DIVINATION
DYNASTIES
ETHNICGROUPS
ETHNICS
GENTRY
GEOMANCY
IDEOLOGY
LI
MANDATE
OPIUM
PORTENTS
REGENTS
REN
ROYAL
SAGES
SCRIPTS
STEPPE

31

CHINA CROSSWORD PUZZLE III



CHINA CROSSWORD PUZZLE III

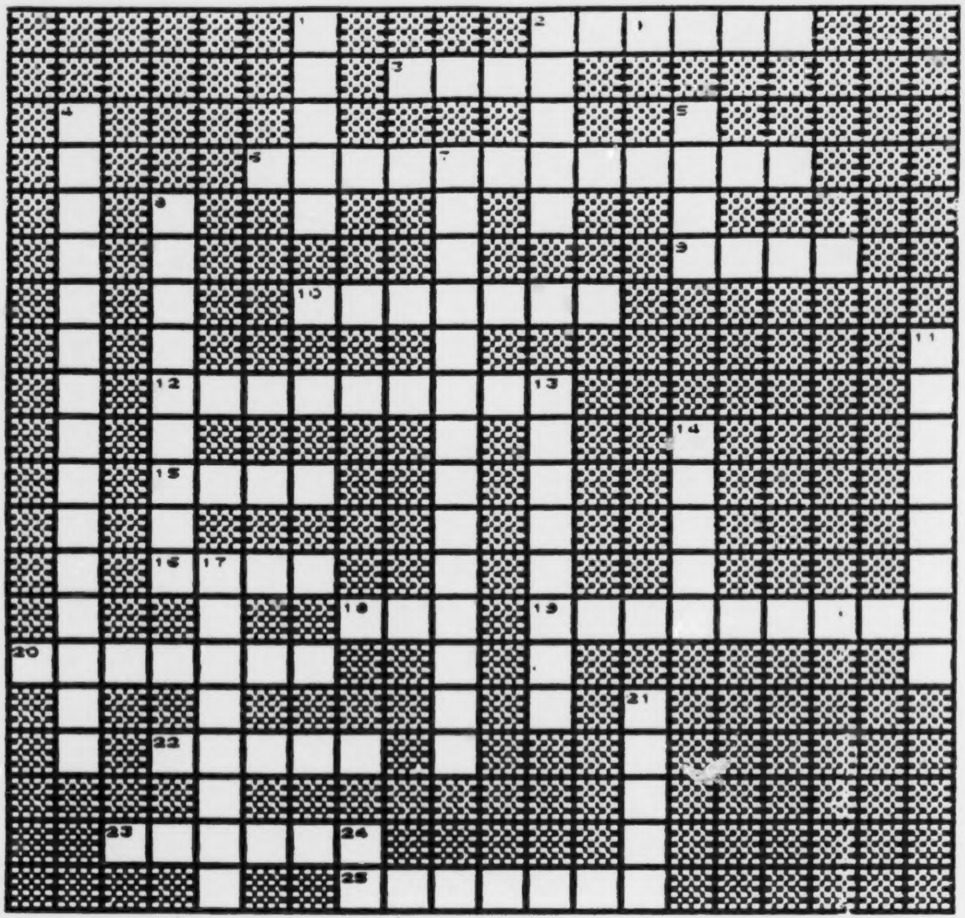
ACROSS

1. Art or act of predicting the future. (DIVINATION)
5. The use of nature to predict the future. (GEOMANCY)
6. Authority to govern (MANDATE)
8. Letters or other marks used in writing systems. (CHARACTERS)
11. Drug made of poppy plants on which users become dependent. (OPIUM)
12. Body of opinions (IDEOLOGY)
13. Confucion principle that goodness comes from one's inner self. (REN)
17. Groups of people who share a common cultural heritage. (ETHNICGROUPS)
18. Semiarid grassy plains (STEPPE)
22. Series of rulers from the same family. (DYNASTIES)
23. People lacking an advanced civilization. (BARBARIANS)

DOWN

2. Medeival practice of trying to change metals into gold. (ALCHEMY)
3. Chinese art of fine handwriting (CALLIGRAPHY)
4. Style of handwriting. (SCRIPTS)
7. A capital city and home of the ruler of china is the ____________ city. (ROYAL)
8. Home of merchants, skilled workers, and business is a _______________ city. (COMMERCIAL)
9. Persons who rule when sovereigns are ill, absent, or very young. (REGENTS)
10. Something that suggests a coming event. (PORTENTS)
14. Individuals who served in government in dynastic China. (BUREAUCRATS)
15. Relieving pain and curing disease by inserting needles into the body. (ACAPUNCTURE)
16. Confucian principle of proper behavior. (LI
19. Philosophy in which right and wrong conduct and thoughts are studied. (ETHNICS)
20. Persons recognized for their wisdom and judgement. (SAGES)
21. Wealthy landholders in old china. (GENTRY)

CHINA - GEOGRAPHY



ACROSS CLUES

2. GULF IN THE SOUTH, CONNECTS CHINA WITH 20 ACROSS
3. THE .... DESERT IN NORTH CENTRAL CHINA, SOURCE OF 22 ACROSS
6. THIS LONG RIVER WATERS EAST CENTRAL CHINA'S 'RICE BOWL'
9. CHINA'S NORTHERN NEIGHBOR, LARGEST NATION IN THE WORLD IN AREA
10. 'CHINA'S SORROW', THIS RIVER'S FLOOD WATERS CAUSE BOTH TRAGEDY AND FERTILITY
12. WORLD'S HIGHEST MOUNTAINS FORMED BY TWO CONVERGING TECTONIC PLATES - SEPARATE CHINA AND 14 DOWN
15. SOUTH CHINA'S STAPLE FOOD CROP
16. RIVER ON NORTHEAST BORDER, SEPARATES CHINA FROM 9 ACROSS
18. ... OR WEST RIVER IN THE SOUTHEAST - NEAR ITS MOUTH IS 11 DOWN
19. A WESTERN MOUNTAIN RANGE
20. CHINA'S SOUTHERN NEIGHBOR AND SOMETIME POSSESSION
22. THE YELLOWISH CLAY DUST WHICH MAKES MUCH OF NORTH CHINA FERTILE
23. GULF OF .... IN THE NORTH
25. STRAIT OF .... OR TAIWAN, SEPARATES PEOPLE'S REPUBLIC OF CHINA FROM 4 DOWN

DOWN CLUES

1. MAIN STAPLE OR FOOD CROP OF NORTH CHINA
2. 'ROOF OF THE WORLD', A HIGH, BARREN PLATEAU AREA IN THE SOUTHWEST
4. 'THE OTHER CHINA' - A SEPARATE NATION LOCATED ON A LARGE OFFSHORE ISLAND
5. .... RIVER FORMS MUCH OF CHINA'S BOUNDARY WITH THE PENINSULA IN 21 DOWN
7. CHINA LIES MOSTLY BETWEEN LATITUDES ....(THREE WORDS) DEGREES NORTH
8. INDUSTRIAL CENTER, COAL MINING AREA, 'BREAD BASKET', - CHINA'S NORTHEAST REGION
11. BRITISH COLONY AND TRADING CENTER IN THE SOUTHEAST
13. CHINA'S 'FAR WEST - LOCATION OF POSSIBLE GREAT MINERAL WEALTH
14. SECOND MOST POPULOUS NATION IN THE WORLD, LOCATED IN SOUTH ASIA
17. INNER AND OUTER ....
21. CHINA'S PENINSULAR 'CULTURAL CONDUIT' TO 'THE LAND OF THE RISING SUN'
24. ISLAND EAST OF 25 ACROSS (ABBREVIATION)

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到北京

DAO BEIJING

A Fulbright Seminars Abroad Project

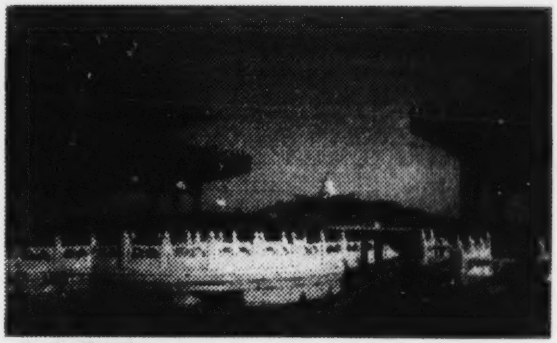
Thomas G. Buckingham, Jr.

Lee County Schools
Ft. Meyers, Florida

DAO BEIJING 到 北 京

Forward

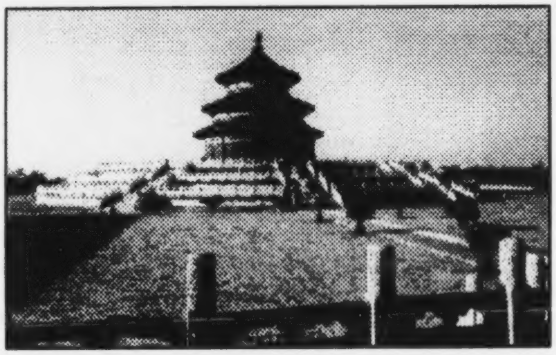
To truly begin to understand a foreign culture it takes months of studying the available materials, contact with people from that culture (communication), and that rare opportunity of going to a distant land and experiencing firsthand. This is what the Fulbright-Hays Seminars Abroad Program is all about. Consequently, when I started planning my project I wanted to bring the spirit of the Fulbright-Hays to the classroom, to design a unit that could be used to bring China to the student and make the student begin to think about the culture not only as a place of importance and interest, but a place where s/he would want to learn about first-hand.



北海公园 BeiHai Park

Going abroad is the theme of this project and the goal of this project. Indeed, when J.William Fulbright first envisioned the study abroad program, it was on the belief that a rich, well-insulated American culture had little first-hand experiences of other cultures. The intent was by exposing scholars and educators to these peoples and countries that they would in turn relate to a hundredfold (thousand-fold) as many students and colleagues back home. The 1994 edition of the program to China was no exception as a mind-expanding, culturally-enriching springboard for educators to relate to thousands of students this distant culture. However, I must contend that the 1994 edition was exceptional in two crucial ways. First, it showed us a China in rapid change charging into the "Pacific Century". (I don't know how many times I heard Dr. Canning relate how something had changed from his visit just a couple of years back---whether it was a new construction or a new social custom, or the loss of one.) We saw the everyday reality of what the facts and figures are saying ; the most populous nation has the fastest growing economy and a people committed to becoming a great nation again. While we explored the themes of socialism vs. capitalism, party rule vs. local democratic autonomy, education, human rights, etc., the overriding reality was that China was a nation on the move. And if I may speak for the rest, there was an energy, an electricity to China that spoke louder than words and stats and snapshots. Second, the participants in the group from escorts to hosts to educator were themselves exceptional. The Committee outdid themselves by choosing a group who were not only geographically, philosophically, and experientially diverse, but whose diverse interests and strong leadership abilities resulted in new adventures and discoveries that enriched us all. Given these two exceptionalities, we were indeed "the right people at the right place at the right time". The issue is now what to do about it, and this is why I have made the theme of my project and the goal of my project "going to China".

"Going to China" was exciting and fascinating to us all. So why not others? It is my contention that we, being the purveyors of culture, have a two-fold mission. First, and most obvious, is the goal of multicultural education and awareness that we bestow upon all our students. But as important as it is for the general population to know and appreciate the changes in our world, it is just as critical to have qualified people who are players in our new world of cultural interaction. To that end, the student needs the most basic contacts: people, language, and travel. Going to China... Doctors, lawyers, businessmen, engineers--- name a student of any profession that would not be enriched by a trip abroad, especially to China. This is an area of great economic opportunities and almost limitless potential. I am elated to guide my students toward this potential, and I believe you will share my enthusiasm for your students to discover the excitement and opportunities for themselves.



Let's go to China. How? People need good reasons, ample encouragement, proper preparation, and an opportunity. The first two you give them as a part of your course with them; opportunities abound in our rich nation (we can even create them ourselves); so all we need is some preparation. To this end, the obvious preparation for any trip is to know some language. (I believe there were times throughout our trip when we all wished we knew more than we did.) The project "Arriving in Beijing" is but a meager start at that goal. "Arriving in Beijing" was designed to initiate the student (and educator) to actually going to China. In effect, it's a pretend trip, a practice run of a new generation for a future destination which is our future. Practically, it's more appealing to the student to go there (or have a game about going there) than saying they are "studying about China". Impractical?... Perhaps, with less than one-tenth of one percent of American students studying abroad, it may seem a long shot. And with only 150 baccalaureate degrees awarded by American colleges last year in Chinese it may seem nearly impossible. Yet considering both the pragmatic outcomes of such an investment and that every Chinese college student can read English, it would be an embarrassment not to try.

DAO BEIJING 到北京

With its new market economy and its age-old traditions, China is a fascinating place to visit. Especially so is Beijing(北京), China's capital. The mix of friendly people, exotic foods, and ancient monuments makes this city a traveller's delight. While in Beijing, one must learn enough to function (get around, eat, shop, etc.), so this game has been fashioned to aid the first-time foreign visitor with his or her Beijing adventure.

THE GAME: This trivia game should be suitable for small or large groups, ages 8 and up.
It involves three different levels concerning the same basic material: BU HUI ZHONGGUOHUA, HUI YIDIAN ZHONGGUOHUA, and HUI NIAN YIDIAN. Each level is played with the same basic objective, rules, and functions.

OBJECTIVE : BY CORRECTLY ANSWERING QUESTIONS ABOUT BEIJING, THE PLAYER WILL COLLECT THE FIVE CHARACTERS NEEDED TO ENJOY HIS OR HER STAY IN BEIJING.(The five characters are "kàn"看"see", "shuō"说 "speak", "mǎi" 买 "buy" ,"chī" 吃 "eat", "zǒu" 走 "go".)

1看 2说 3买 4吃 5走

PLAY: Games can vary and be adapted to groups of differing size, age , and ability.

BASIC GAME: Players roll a die to determine category (as listed above). For example , a roll of 5 would be the "zou" category, a roll of 3 would be a "mai" category(6 can be made players choice or opponents choice---depending on how hard you want to make it) . His opponents would then select the top card (question) from the "zou" stack and quiz him. Questions and responses are on the cards. Upon getting a correct response, he is given the card and proceeds to roll again. Player continues until he has missed the question.

Winner When player has collected a card from all five categories he has completed the game; players can continue until everyone finishes his stay in Beijing. Thus, everyone can be a winner, but skill at the language and culture of the city make your touring smooth and enjoyable.

Group Game: Same as the basic game but with small groups as teams.(~Good team names might be colors, such as "hóng"红 (red), "hēi" 黑(black), "huāng"黄 (yellow), and "lán"蓝 (blue). Scoring in this game is by presenting the won cards to the team captain or "guide".

红 黑 黄 蓝

DAO BEIJING 到北京

Variations: The game can be altered significantly by concentrating on one category (For example, eating . Many a tourist has eaten his way through Beijing!) or by varying the scoring methods. One scoring variation would simply be collecting an amount of cards to win (say 10) or by designating specific goals for your stay: 3"mai", 2 "chi" , etc. Other variations can be made through the different levels of presenting the questions.

不会中国话 **BU HUI ZHONGGUOHUA(beginner)** This is for first time speakers. It requires some introductory lessons in spoken Chinese. This version asks the questions in English about Chinese or in simple Chinese.(For example, what does "san kuai" mean?) Answers would be in English (3 dollars).

会说一点中国话 **HUI YIDIAN ZHONGGUOHUA (intermediate)**On the same card as "san kuai" would be the expression "3 dollars". Given the expression "3 dollars" this level student would be expected to respond with the proper Chinese "san kuai" or "san yuan".

会念一点 **HUI NIAN YIDIAN (advanced)**At this level, the player would be expected to read the characters off the front of the card in Chinese.

我要买东西

Combination: Students could be quizzed by characters and then a verbal response and then be expected to answer back the missing translation or appropriate Chinese. Scoring would be on points with 3 for written,2 for English to Chinese, and 1 for Chinese to English. (For example, if they could not read as characters" 我要买东西 "they could choose to hear the Chinese "wo yao mai dongxi" for 1 point, or get the translation "I want to buy something" and give the Chinese response for 2 points.

Haowan!!!
Different modes and skill levels make this a repeat performance game directed at language and cultural exposure leading to mastery of some basic Chinese. So have fun! And let your students play it again and again until they have gone beyond the recognition stage to language use and even reading Chinese characters!

好玩！

我希望你们会说一点中国话。

DAO BEIJING 到北京 : Implementation

The Game consists of flashcards arranged around specific topics, yet the topics and game cannot exist outside the teaching of the culture. As the language and culture are intertwined, so too the study of the language must have a cultural base. This can be accomplished by making this a part of a greater unit (first introducing different aspects of culture and history then spiraling to the game material) or by building the cultural unit around the topics of the game itself. Suggested level: Grade 4 to 8.

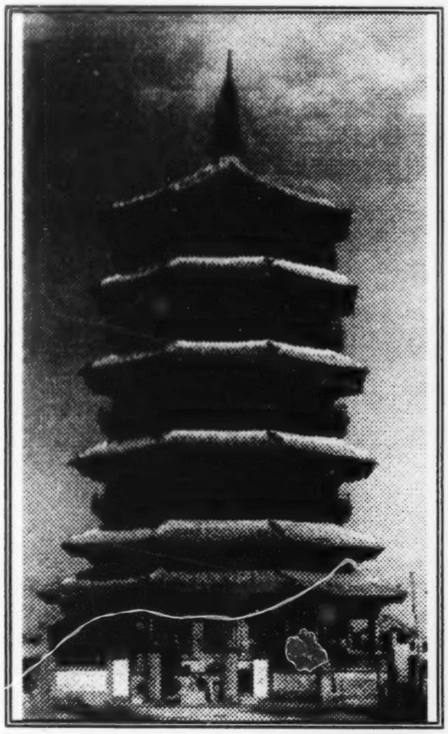
Appendage Approach : As an added unit to the study of Chinese culture, this game can be used effectively in introducing some language elements. Limiting the cards to one area (such as *shuo*) will give the class focus and make it easier for the teacher. The *kan* cards would be good for reviewing history through the many landmarks. The Sights With Stories In Old Beijing would prove a great addition to this lesson.

Using the cards: If you wait to use the cards as a game, they probably will do little good because the unfamiliarity of them will frustrate the student. Instead, try the shotgun approach by spreading the cards around the room and having students introduce their language facts. Another variation would be asking questions about the cards and then giving the student with the info to become the "expert" by answering .

Unit Approach: If using as a basis for a language unit or in coordination with a language text, similar approaches can be employed. Giving the famous places in Beijing, Beijing, China, etc. as research topics would give each a background to the use and alleviate some of the apprehension.

Cultural themes should dominate the presentation and permeate the unit. Suggested thematic approaches are as follows:

kan --- What do you see when you go to Beijing? Answers will vary, but bicycles and Tiananmen will probably come up. While hitting the monuments and history is important (and could be covered with research projects, etc.), probably the most dominating feature of the Beijing landscape is people. There are several important points to remember about the people of Beijing: 1) There are so many, with over 12 million in the city and thousands more pouring in from the countryside daily to sell goods and find work. 2) They are very hospitable to foreigners, often going out of their way to make one feel at home. 3)They love to stop and speak English.



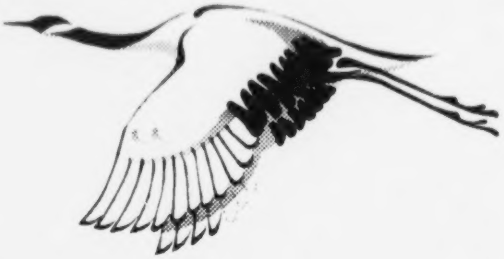
4) They are very proud of their culture and their city.
5) They are constantly building --- construction cranes dominate the skyline.

shuo --- What do you say in Beijing? Chinese people are very aware of the difficulties foreigners have with their language. They go out of their way to help the neophyte speaker and don't get offended at mispronunciations. Just saying a "ni hao" or "xiexie" will get you a big smile and some extra consideration.

mai-- Beijing is a shopper's paradise--- especially if you like to bargain. To do so, you need to know something about the numbers and money and strategies.
1) Numbers --- as seen on the sentence page, the numbers follow a straightforward pattern with standard place values. For example, if you want to say 367, you say 3 hundred (san bai) 6 tens (liu shi) and 7 (qi).
2) Money -- Chinese money, or Renminbi, is easy to decipher since it contains both Indo-Arabic numerals and Pinyin. However, the Chinese seem to have a spoken and written word for both dollars (yuan or kuai) and dimes (jiao or mao). 3.67 would be san yuan liu jiao qi fen or san kuai liu mao qi (fen). Saying the dimes and cents terms are optional as long as they are in order. 34.50 being sanshi (3 tens) si kuai wu.
3) Negotiations--- In the street markets, never take the first price. Going to one-third, even one-tenth of the asking price is not insulting. If in doubt, step back and watch a native.

chi--- Nothing beats eating in Beijing! Escaping from the foreign hotels, you will find food to fit your palate as well as you pocketbook. The trouble is ordering. Make sure to know the words for beef, pork, chicken, and fish. Asking for these may steer you away from other more exotic foods not typically enjoyed by Westerners. Unlike the other street vendors, though, it is customary to pay what they ask.

zou-- Getting around in Beijing is easy. There are subways, streetcars, buses, taxis, pedicabs, rental cars, bicycles, horsecarts... you name it. The streets are wide and the traffic is heavy with an unending variety of vehicle.



Suggested Resources*:

These have been suggested with the inexperienced Chinese learner (instructor) in mind. A native speaker is always the best teacher; however, they often need structure and methodology. The following would give structure and or follow-through to the learning process.

Primary Language Texts

Basic Chinese Vocabulary, Hu and Lee(Passport Books 1993, Lincolnwood, IL)
Level: Teacher and adult learners
A topically arranged vocabulary builder, it has a good-sized dictionary arranged in English and Pinyin Chinese with characters (simplified). An excellent reference, it is made user-friendly by cross-refemcing the dictionary with the topic section.

Chinese In Ten Minutes A Day, Workbook with stickers and cut-out flashcards. Kristene Kershul with Wang Yin Zhen.(Lane Publishing Co., Menlo Park, CA, 1988)
Level: Grades 4-adult.
A great do-it-yourself book with a functional approach, this book is recommended despite its obvious errors in the language because begginers get an additional pronunciation guide along with the problematic (for English speakers) Pinyin. The bright, cheerful layout is appealing to elementary levels as well as to adults.A new edition has come out that cleans up many of its Pinyin errors, yet it desperately needs a cassette tape and a better attempt at a Pinyin pronunciation guide.

Communicating In Chinese,Teacher's Manual, Student Text For Pinyin, Reading and Writing Book, and Cassettes. Cynthia Ning,(Far Eastern Publications 1994, Yale University). Level: Grades 6-college.
This definitive new beginning Chinese series should become an inspiration to foreign language teachers for the next generation. "(A)n interactive approach to beginning Chinese", this series does more than follow the ACTFL (American Council of Teachers of Foreign Language) guidelines of a functional-notional approach to language learning, it brings state-of-the-art language learning to the student by doing everything but taking them to China. It includes signs, local terms, photos of China and Taiwan, an all Pinyin speaking text, both simplified and traditional characters ---all organized around the theme of visiting and communicating in China. The beggining level is now available and an intermediate level is being published this year (1995).

Easy Chinese Phrasebook & Dictionary, Wendy Tung,(Passport Books 1993, Lincolnwood, IL) Level: Grades 8-adult
Definitely a misnomer, but nonetheless an almost adequate (Its fatal flaw is that it doesn't cross reference all terms in the dictionary section) first dictionary that does better as a practical, functional phrasebook. This was a great travel companion in China because it does script so many of those traveling situations. You must know Pinyin to use!

Just Enough Chinese, Ellis, McKillop, Guo Jin, Jin Hong (Passport Books 1993, Lincolnwood, IL) Level: Grades 6-adult.
A nifty little phrasebook that fits the pocket (4"x6") as well as pocketbook ($4.95). Several 1994 Fulbrighters reported success using its no-nonsense pronunciation system, and its functional organization makes it easy to find the right phrase.

Oxford Concise English-Chinese, Chinese-English Dictionary Cowie and Evison(Oxford University Press, Hong Kong) Level: Chinese 2 and up.
This is the definitive small Chinese dictionary that everyone studying Chinese should have. Easily usable in both languages, it lists both simplified and traditional characters.

Primary Language Audio-Visual

Chinese Situational Dialogues, 10 one-hour VHS tapes with text.
Chen Ru and Pan Zhaoming(1991 Beijing University Press)
Level: Grades 6-adult (beginning through advanced level speakers)
These videos show Beijing University students speaking in context. It is incredibly thorough and complete, usable for the beginner as well as the more advanced student. Accompanying text is equally as thorough.

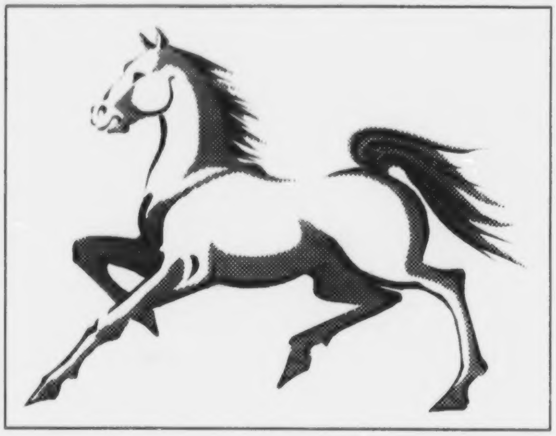
Speak, Read, and Think Essential Mandarin Chinese (Sybervision Systems), 15 one-hour audio cassettes with text. (Heinle & Heinle Enterprises,Inc., Concord, MA.) Level: Individualized learning for ages 8 up.
These cassettes feature native speakers in a functional structure in a very well-devised progression. The only drawbacks to this Pimsleur System adaptation are the price (over $200) and the study guide (which contains most of the Pinyin, simplified characters, and traditional characters, yet seems uncoordinated with the verbal text).

Secondary Sources

Sights With Stories In Old Beijing, Story Book Of Both Fact And Fiction About Beijing Monuments, (Chinese Literature Press, 1990, Beijing) Level: Grades 4 & up.
An invaluable assortment of histoty, description, and stories arranged according to the historical relics of Beijing. This is a must to use with the Dao Beijing cards.

Lady in the Picture, Chinese Folklore(Chinese Literature Press, 1993, Beijing)
Level: Grades 4 & up.
This is a marvelous collection of Chinese folktales with recent translations from China. Names are in Pinyin.

The Chinese Word For Horse, Animated Videotape and Book
Level: Grade 1& up.
This delightful film shows the Chinese characters coming to life in an action drama. Its brevity (14 minutes) makes it perfect for elementary, yet even hard-to-please American high school students find it enjoyable and productive.



Iron & Silk, Semi-Documentary Feature Film(Shirley Sun Productions)
Level: Grades 6 & up.
This movie is a semi-autobiographical account based on the book by Mark Salzman and starring the author in the main role. A delightful educational tool, it depicts the problems and rewards a student finds in China while teaching English and learning martial arts. Dialogues are both in English and Chinese (with subtitles). Great for culture, language and current history, this film is a great motivator for Chinese studies, going to China, and studying in general.

A Great Wall, Made For PBS Educational Feature Film(Shirley Sun Productions)
Level: high school & up
A lighthearted look at the cultural differences of two families--- one in Beijing and the other in California. When the Chinese -Americans go for a month long visit to the sister's family in Beijing, all find out just how different-- and alike-- life is for them in their respective cultures.

到北京 : PINYIN PRONUNCIATION GUIDE

A guide to Pinyin

Make no mistake. Chinese are adamant about their written language, and their written language is the ages-old non-phonetic characters known as much for their beauty as their difficulty. Pinyin is merely a pronunciation guide for foreigners and children to learn to say the language. While Pinyin is the romanized pronunciation system used by the People's Republic of China (and is quite common in Beijing on street signs and landmarks), it nevertheless poses problems for the native English speaker. Thus, most Chinese language books and dictionaries produce a short guide to the " guide". The first problem is that many of the vowel and consonant sounds are unfamiliar as they are written (for example, the "ao" sound in Pinyin is "ow" in English). This is due partly because of the many differences in the sounds produced by the two languages and also by the fact that Pinyin was developed as a way to teach Russians Chinese. The second problem is the tonal structure of the language: even if you get the letters right, four different ways (or inflections) of saying the word are possible. On the following page are the letter sounds that are unlike English. By using the chart and the accompanying cassette, you can practice the sounds of Chinese. Below is a short lesson on Chinese tones as they sound individually. The problem then is to try to make the tones as they are given in real conversation. That's the purpose of the sentence page. Of course, it takes years of study to really speak the language well, yet a little time spent can allow one to sound good for these limited words and phrases. And that would be a great start for any student.

Tonality: Chinese is pronounced with inflections or tones which distinguish words from one another. This is necessary, for so many words sound alike. There are four tones with accompanying tonal marks which are placed above the vowel. Each tone is numbered 1-4. When there is no marking , it is said to be "neutral", or without tone.

1 —— 2 ／ 3 ∨ 4 ＼

Now listen to the tape as the native speaker pronounces the following words. Repeat this often so that you will be able to distinguish the tones.

1SHĪ 师	2SHÍ十	3SHǏ史	4SHÌ 是
teacher	ten	history	tobe

**Notice each tone designates a different character and meaning.*

Letter Pronunciation: Letters not listed in the following chart (like *b,d,f,g,h,m,n,*etc.) are pronounced like English letters (or extremely close). So don't worry about what you don't see.
Chinese sounds: Many of the sounds in the chart are familiar but are spelled differently than you would normally expect (for example, *ou* for the long *o* sound, or the *q* for the *ch* sound). Others, however, are just different. *z* and *c* are very distinct and need to be practiced with the native speaker.
The exceptions: As in English, there are punctuation exceptions. The most notable are the *e* and *i* combinations with certain consonants. *zi* , *ci* , *si* have an *uh* sound and not the usual *ee*. The zi is given on the tape. Also *ye* sounds like *yeah* and not the expected *yuh*.

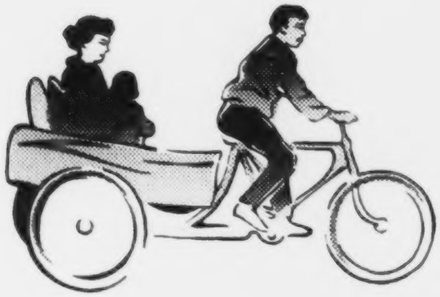
Listen to the accompanying tape and practice the tones. Afterwards, practice the following sounds so that you may have correct pronunciations.

Pinyin	English Sound	Example	Meaning
a	ah	**kàn**	to see
ai	eye	**mǎi**	to buy
ao	ow	**dào**	to arrive
c	ts *(as in 'its')*	**cèsuǒ**	restroom
e	uh	**hē**	to drink
e	eh *(after y,u,i)*	**yě**	also, too
ei	ay *(as in 'say')*	**Běijīng**	Beijing (Peking)
i	ee	**nǐ**	you
i	**r** *(after ch,sh,zh)*	**chī**	to eat
ia	yah	**jiā**	home
ian	e-in	**qián**	money
iu	yoh	**niúnai**	milk
o	o-ah	**wǒ**	I, me
ou	oh	**ròu**	meat
q	ch	**qī**	seven
u	oo	**shū**	book
ua	wah	**xīguā**	watermelon
uai	why	**kuàizi**	chopsticks
ue	oo-eh	**yuè**	month
ui	way	**shuì**	to sleep
un	oo-in	**chūn**	spring
uo	woh	**shuō**	to speak
x	sh	**xiè-xiè**	thank you
zi	dzuh	**zì**	word(s)
zh	j as in 'joke'	**Zhōngguó**	China

Pronunciation Guide To Chinese Phrases And Sentences

Read the following while listening to the pronunciation tape.

Tā chīfàn.	He is eating.	他吃饭。
Tā chī xīguā.	He eats watermelon.	他吃西瓜。
Tā chī jīròu.	He eats chicken.	他吃鸡肉。
Tā hē chá.	He drinks tea.	他喝茶。
Tā hē shuǐ.	He drinks water.	他喝水。
Tā mái dōngxī.	She buys something.	她买东西。
Tā mǎi chóuzi.	She buys silk.	她买绸子。
Duōshǎo qián?	How much does it cost?	多少钱？
Sìkuàiwǔmáo qián.	$4.50	四块五毛钱。
Sānshíliùkuài qián.	$36.00	三十六块钱。
yī, èr, sān, sì, wǔ,	1, 2, 3, 4, 5,	一二三四五
liù, qī, bā, jiǔ, shí,	6, 7, 8, 9, 10,	六七八九十
shíyi, shíèr, shísān, shísì...	11, 12, 13, 14...	十一，十二，十三， 十四
Shuō "nǐ hǎo".	Say "hello".	说“你好“
Shuō "xièxiè".	Say "thanks".	说“谢谢“
Shuō "zàijiàn".	Say "goodbye".	说“再见“
Dào Chángchéng qù.	Go to the Great Wall.	到长城去。
Dào Tiānānmén qù.	Go to Tiananmen Square.	到天安门去。
Dào Gùgōng qù.	Go to the Imperial Palace (Forbidden City).	到故宫去。
Dào Yiheyuan qù.	Go to the Summer Palace.	到颐和园去。
Dào Běijing qù.	Go to Beijing.	到北京去。



Selected Vocabulary

*Tonal Marks are numbered

PINYIN	ZI	ENGLISH
AI4	爱	LOVE
AN1	安	PEACE
BA1	八	EIGHT
BAI3	百	100
BEI1	杯	CUP
BEI3	北	NORTH
BEIJING=NORTHERNCAPITAL		
BEIHAI=NORTHWATER		
BI3	笔	PEN
BU4	不	NO,NOT
CAI4	采	FOOD
CE2SUO3	厕所	BATHROOM
CHE1ZI	车子	CAR
CHA2	茶	TEA
CHANG2	长	LONG
CHENG2	城	CITY,WALL
CHANGCHENG=GREATWALL		
CHI1	吃	EAT
CHU1KOU	出口	EXIT
CI2DIAN	词典	DICTIONARY
DA4	大	BIG
DAO4	到	TOARRIVE
DAO4	道	WAY
DIAN3	点	ELECTRIC
DIANCHE=STREETCAR		
DI4TU2	地图	MAP
DONG1	东	EAST
DOU1	都	ALL
DUI4	对	CORRECT
DUO1	多	MANY,MUCH
DUO1SHAO3=HOWMUCH?		
ER4	二	2
FAN4	饭	FOOD,RICE
FEI1	飞	FLY
FEI1JI1=AIRPLANE		
FEN1	分	CENT
FENG1	风	WIND
GAO1	高	TALL
GE4	个	MEASUREWORD
GONG1GONG4QI4CHE1	公共汽车	PUBLICBUS
GOU3	狗	DOG
GUI4	贵	EXPENSIVE
GUO2	国	COUNTRY
GUO3	果	FRUIT
HAN4	汉	CHINESE,ADYNASTY, ETHNICALLYCHINESE
HAO3	好	GOOD
HE1	喝	DRINK
HEI1	黑	BLACK
HEN3	很	VERY
HONG2	红	RED
HOU2	猴	MONKEY
HUA1	华	SPLENDID
HUA4	话	SPEACH
HUI4	会	ABLETO
HUO3	火	FIRE
HUO3CHE1	火车	=TRAIN
JIA1	家	FAMILY
JIAO3	角	DIME
JIAO3	较	DUMPLING
JIAO4	叫	CALL
JIU3	九	9

KAIFEI1	咖啡	COFFEE
KAN4	看	TO SEE
KE3YI	可以	OK
KEKOUKELE	可口可乐	=COCA COLA
KOU3	口	MOUTH
KUAI4	块	DOLLAR
LAI2	来	COME
LAO3SHI	老师	TEACHER
LI3	里	INSIDE
LIANG3	两	TWO(THING)
LIU4	六	6
LONG2	龙	DRAGON
LU4	路	ROAD
MA1	妈	MOM
MA3	马	HORSE
MA	吗	QUESTION PARTICIPLE
MAI3	买	BUY
MAI4	卖	SELL
MAO1	猫	CAT
MAO3	毛	DIME
MEI2	没	NOT HAVE
MEI3	美	BEAUTIFUL
MEIGUO	美国	=AMERICA
MEN2	门	DOOR,GATE
MEN	们	PLURAL SUFFIX
MIAN4	面	NOODLES
MING2	明	BRIGHT,A CHINESE DYNASTY
MINGLING=MING TOMBS		
MING2ZI	名字	NAME
NA4,NEI4	那	THAT
NA3	哪	WHICH
(NAR3	哪儿	WHERE)
NAN2	男	MALE
NAN2	南	SOUTH
NENG2	能	CAN DO
NI3	你	YOU
NIN2	您	YOU(POLITE)
NIAN2	年	YEAR
NIAN4	念	READ
NIU2	牛	COW
NU3	女	FEMALE
PENG2YOU	朋友	FRIEND
QI1	七	7
QIAN2	钱	MONEY
QIAN1	千	1000
QING3	请	PLEASE
QU4	去	GO
REN2	人	PERSON
ROU4	肉	MEAT
RU4	入口	ENTRANCE
SAN1	三	3
SHAN1	山	MOUNTAIN
SHANG4HAI3	上海	
SHAO3	少	FEW
SHENG1	生	BORN
SHEN2ME	什么	WHAT?
SHI1	师	TEACHER
SHI2	十	TEN
SHI3	史	HISTORY
SHI4	是	TO BE
SHOU3	手	HAND
SHU1	书	BOOK
SHUI2(SHEI)	谁	WHO?
SHUI3	水	WATER
SHUO1	说	TO SAY
SI4	四	4

TA1	她	SHE
TA1	他	HE
TA1	它	IT
TAI4	太	TOO
TIAN1	天	SKY,HEAVEN
TIANANMEN	天安门	BEIJING'S CENTRAL SQUARE
TIAN2	田	FIELD
TING1	听	LISTEN
TOU2	头	HEAD
WAI4GUO2REN2	外国人	=FOREIGNER
WEN2	文	LANGUAGE
WEN4	问	ASK
WO3	我	I,ME
WU3	五	5
XI1	西	WEST
XIAN1SHENG	先生	MISTER
XIANG3	想	LIKE TO
XIAO3	小	SMALL
XIE3	写	WRITE
XIE4XIE4	谢谢	=THANKS
XING4	姓	SURNAME
XUE2	学	LEARN
YAO4	要	WANT,WILL
YE3	也	ALSO
YI1	一	1
YIHEYUAN=SUMMER PALACE		
YING1	英	BRAVE
YINGGUO=ENGLAND		
YOU3	有	HAVE
YOU3YI	友谊	FRIENDSHIP
YU2	鱼	FISH
YUAN2	元	DOLLAR
YUE4	月	MONTH
ZAO3	早	EARLY,GOOD MORNING
ZAI4	在	AT
ZAI4 JIAN	再见	GOOD-BYE
ZHE4,ZHEI4	这	THIS
ZHER4		HERE
ZHONG1	中	MIDDLE
ZHONGGUO=CHINA		
ZHONG1	钟	CLOCK
ZHU1	猪	PIG
ZI4	字	CHINESE CHARACTER
ZOU3	走	GO,WALK
ZUO4	坐	SIT,RIDE

Dao Beijing : The Flashcards

The following 12 pages are the ingredients of the flashcards.

First copy each page.

Then copy the back sides of the cards with one of the last two pages (cranes or characters---these are the "backs" of the cards.)

Next laminate.

Cut-out the cards and you're done.

看 一

3 人
2 PEOPLE
1 RÉN

看 二

3 中国人
2 CHINESE PEOPLE
1 ZHŌNGGUÓRÉN

看 三

3 天安门
2 GATE OF HEAVENLY PEACE
1 TIĀNĀNMÉN

看 四

3 故宫
2 FORBIDDEN CITY
1 GÙGŌNG

看 五

3 北海公园
2 BEIHAI PARK
1 BĚIHǍI GŌNGYUÁN

看 六

3 天台
2 TEMPLE OF HEAVEN
1 TIĀN TÁN

看 七

3 毛泽东
2 MAO ZEDONG
1 MÁO ZÉDŌNG

看 八

3 明陵
2 MING TOMBS
1 MÍNGLÍNG

看 九

3 颐和园
2 SUMMER PALACE
1 YÍHÉYUÁN

看 十

3 庙、
2 MIAO
1 TEMPLE

看十一

3 京剧
2 BEIJING OPERA
1 JĪNGJÙ

看十二

3 中国
2 CHINA
1 ZHŌNGGUÓ

看十三

3 塔
2 PAGODA
1 TǍ

看十四

3 车子
2 CAR
1 CHĒZI

看十五

3 公共汽车
2 PUBLIC BUS
1 GŌNGGÒNGQÌCHĒ

看十六

3 自行车
2 BICYCLE
1 ZÌXÍNGCHĒ

看十七

3 三轮车
2 PEDICAB, THREE WHEELER
1 SĀNLÚNCHĒ

看十八

3 饭店
2 HOTEL
1 FÀNDIÀN

看十九

3 北京地图
2 MAP OF BEIJING
1 BĚIJĪNG DÌTÚ

看二十

3 长城
2 GREAT WALL
1 CHÁNGCHÉNG

说 一

3说 ： “ 你好 “
2SAY "HELLO" IN CHINESE.
1SAY "NÍ HÁO" IN ENGLISH.

说 二

3说 ： 再见
2 SAY "GOOD-BYE" IN CHINESE
1 SAY "ZÀI JIÀN" IN ENGLISH

说 三

3说 ： “ 谢谢 “
2SAY "THANKS" IN CHINESE.
1SAY "XIÈ XIÈ" IN ENGLISH.

说 四

3说 ： “ 没事 “
2SAY "YOU'RE WELCOME" IN CHINESE.
1SAY "MÉI SHÌ" IN ENGLISH.

说 五

3说 ： “ 是的 “
2SAY "YES" IN CHINESE.
1SAY "SHÌDE" IN ENGLISH.

说 六

3说 ： “ 不 “
2SAY "NO" IN CHINESE.
1SAY "BÙ" IN ENGLISH.

说 七

3说 ： “ 好 “
2SAY "GOOD" IN CHINESE.
1SAY "HǍO" IN ENGLISH.

说 八

3说 ： “ 您好吗 “
2SAY "HOW ARE YOU" IN CHINESE.
1SAY "NǏ HǍO MA?" IN

说 九

3说 ： “ 我好 “
2SAY "I'M FINE" IN CHINESE.
1SAY "WǑ HǍO" IN ENGLISH.

说 十

3说 ： “ 朋友 “
2SAY "FRIEND" IN CHINESE.
1SAY "PÉNGYǑU" IN ENGLISH.

7

说十一

3说：“中国“
2SAY "CHINA" IN CHINESE.
1SAY "ZHŌNGGUÓ" IN ENGLISH.

说十二

3说：“美国“

2 SAY "UNITED STATES" IN CHINESE
1 SAY "MÉIGUÓ" IN ENGLISH

说十三

3说：“中文“
2SAY "CHINESE LANGUAGE" IN CHINESE.
1SAY "ZHŌNGWÉN" IN ENGLISH.

说十四

3说：“没有“
2SAY "DON'T HAVE" IN CHINESE.
1SAY "MÉI YǑU" IN ENGLISH.
有

说十五

3说：“可以“
2SAY "OK" IN CHINESE.
1SAY "KĚYI" IN ENGLISH.

说十六

3说：“看“
2SAY "SEE" IN CHINESE.
1SAY "KÀN" IN ENGLISH.

说十七

3说：“买“
2SAY "BUY" IN CHINESE.
1SAY "MǍI" IN ENGLISH.

说十八

3说：“走“
2SAY "GO" IN CHINESE.
1SAY "ZǑU" IN ENGLISH.

说十九

3说：“吃“
2SAY "EAT" IN CHINESE.
1SAY "CHĪ" IN ENGLISH.

说二十

3说：“说中文“
2SAY "SPEAK CHINESE" IN CHINESE.
1SAY "SHUŌ ZHŌNGWÉN" IN ENGLISH.

买 一

3 要买
2 "WANT TO BUY"IN CHINESE
1 YOU " YÀO MǍI"

买 二

3 多少
2 "HOW MUCH" IN CHINESE
1 YOU "DUŌSHAO"

买 三

3 一块
2 "ONE DOLLAR" IN SPOKEN CHINESE
1 "YĪ KUÀI"

买 四

3 一元
2 "ONE DOLLAR" IN WRITTEN CHINESE
1 "YĪ YUÁN"

买 五

3 一二三四五
2 COUNT FROM 1THRU 5 IN CHINESE
1 "YĪ,ÈR,SĀN,SÌ,WǓ"

买 六

3 六七八九十
2 COUNT FROM 6 THRU 10 IN CHINESE
1 "LÌU, QĪ, BĂ, JǏU, SHÍ"

买 七

3 六十三块五
2"63.50" IN CHINESE.
1 "LÌU SHÍ SĀNKUÀI WǓ"

买 八

3 毛，角
2"DIME" IN CHINESE.
1 "MÁO" OR "JIǍO"

买 九

3 钱
2MONEY IN CHINESE
1"QIÁN"

买 十

3 人民币
2 "CHINESE MONEY"IN CHINESE.
1 "RÉNMÍNBI"

买十一

3 美元
2 "AMERICAN MONEY"IN CHINESE
1 "MĚIYUÁN"

买十二

3 太多了
2 "TOO MUCH" IN CHINESE
1 "TÀI DUŌLE"

买十三

3 买票
2 "BUY A TICKET" IN CHINESE
1 "MǍI PIÀO"

买十四

3 买邮票
2 "BUY A POSTAGE STAMP" IN CHINESE
1 "MǍI YÓUPIÀO"

买十五

3 买画儿
2 "BUY A PICTURE" IN CHINESE
1 "MǍI HUÀR"

买十六

3 买书
2 "BUY BOOKS" IN CHINESE
1 "MǍI SHŪ "

买十七

3 买地图
2"BUY A MAP" IN CHINESE.
1 "MǍI DÌTÚ"

买十八

3 买玉
2"BUY JADE" IN CHINESE.
1 "MǍI YÙ"

买十九

3 买水
2 "BUY WATER" IN CHINESE
1"MǍI SHUǏ"

买二十

3 买绸子
2 "BUY SILK FABRIC"IN CHINESE.
1 "MǍI CHÓUZI"

吃一

3 要吃
2 " I WANT TO EAT"IN CHINESE
1 "YÀO CHĪ " IN ENGLISH

吃二

3 吃中国饭
2 "EAT CHINESE FOOD" IN CHINESE
1 YOU "CHĪ ZHŌNGGUÓFÀN"

吃三

3 吃西饭
2 "EAT WESTERN FOOD" IN CHINESE
1 YOU "CHĪ XĪ FÀN"

吃四

3 吃肉
2 "EAT MEAT" IN CHINESE
1 YOU "CHĪ RÒU"

吃五

3 吃猪肉
2 "EAT PORK" IN CHINESE
1 YOU "CHĪ ZHŪ RÒU"

吃六

3 吃牛肉
2 "EAT BEEF" IN CHINESE
1 YOU "CHĪ NIÚ RÒU"

吃七

3 吃鸡肉
2"EAT CHICKEN" IN CHINESE.
1 YOU "CHĪ JĪ RÒU"

吃八

3 吃鱼
2"EAT FISH" IN CHINESE.
1 YOU "CHĪ YÚ".

吃九

3 吃北京鸭
2"EAT BEIJING DUCK" IN CHINESE.
1YOU "CHĪ BĚIJĪNG YĀ".

吃十

3 吃甜酸肉
2EAT "SWEET&SOUR PORK"IN CHINESE.
1YOU "CHĪ TIÁNSUĀN RÒU"

吃十一

3 吃鸡蛋
2 "EAT EGGS"IN CHINESE
1 YOU " CHĪ JĪDÀN"

吃十二

3 吃水果
2 "EAT FRUIT" IN CHINESE
1 YOU "CHĪ SHUÍGUǑ"

吃十三

3吃西瓜
2 "EAT WATERMELON" IN CHINESE
1 YOU "CHĪ XĪGUĀ"

吃十四

3喝汤
2 "DRINK SOUP" IN CHINESE
1 YOU "HĒ TĀNG"

吃十五

3吃面条
2 "EAT NOODLES" IN CHINESE
1 YOU "CHĪ MIÀNTIÁO"

吃十六

3吃饺子
2 "EAT DUMPLING" IN CHINESE
1 YOU "CHĪ JIÁOZI"

吃十七

3喝采
2"DRINK TEA" IN CHINESE.
1 YOU "HĒ CHÁ"

吃十八

3喝水
2"DRINK WATER" IN CHINESE.
1 YOU "HĒ SHUÍ".

吃十九

3喝橘子水
2"DRINK ORANGE JUICE" IN CHINESE.
1YOU "HĒ JÚZI SHUǏ".

吃二十

3喝汽水
2 "DRINK A SODA"IN CHINESE.
1YOU "HĒ QÌSHUǏ"

走 一

3 走吧
2 LET'S GO
1 ZǑU BA

走 二

3 怎么走
2 HOW DO YOU GO?
1 ZĚNME ZǑU

走 三

3 走路
2 WALK
1 ZǑU LÙ

走 四

3 坐飞机
2 RIDE THE PLANE
1 ZUÒ FĒIJĪ

走 五

3 坐出租汽车
2 TAKE A CAB
1 ZUÒ CHŪZŪQÌCHĒ

走 六

3 坐公共汽车
2 TAKE THE BUS
1 ZUÒ GŌNGGÒNGQÌCHĒ

走 七

3 坐火车
2 TAKE A TRAIN
1 ZUÒ HUǑCHĒ

走 八

3 坐三轮车
2 TAKE A PEDICAB
1 ZUÒ SĀNLÚNCHĒ

走 九

3 坐电车
2 TAKE THE STREETCAR
1 ZUÒ DIÀNCHĒ

走 十

3 坐地道
2 TAKE THE SUBWAY
1 ZUÒ DÌDÀO

走十一

3 到京剧 去
2 GO TO BEIJING
1 DÀO BEIJĪNG QÙ

走十二

3 到中国 去
2 GO TO CHINA
1 DÀO ZHŌNGGUÓ QÙ

走十三

3到饭店去
2 GO TO THE HOTEL
1 DÀO FÀNDIÀN QÙ

走十四

3到天安门去
2 GO TO TIANANMEN
1 DÀO TIĀNĀNMÉN QÙ

走十五

3到故宫去
2 GO TO THE FORBIDDEN CITY
1 DÀO GÙGŌNG QÙ

走十六

3到天台去
2 GO TO THE TEMPLE OF HEAVEN
1 DÀO TIĀNTÁN QÙ

走十七

3到颐和园去
2 GO TO THE SUMMER PALACE
1 DÀO YÍHÉYUÁN QÙ

走十八

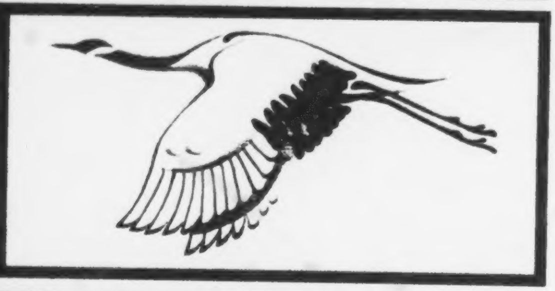
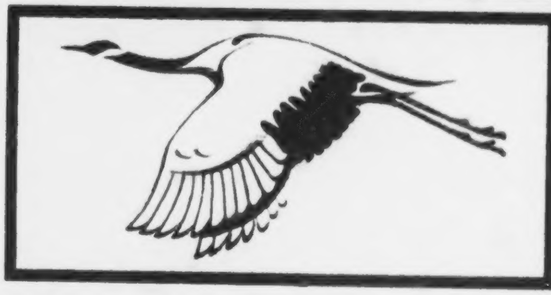
3到北海公园去
2 GOTO BEIHAI PARK
1 DÀO BĚIHǍIGŌNGYUÁN QÙ

走十九

3到明陵去
2 GO TO MING TOMBS
1 DÀO MÍNGLÍNG QU

走二十

3到长城去
2 GO TO THE GREAT WALL
1 DÀO CHÁNGCHÉNG QU

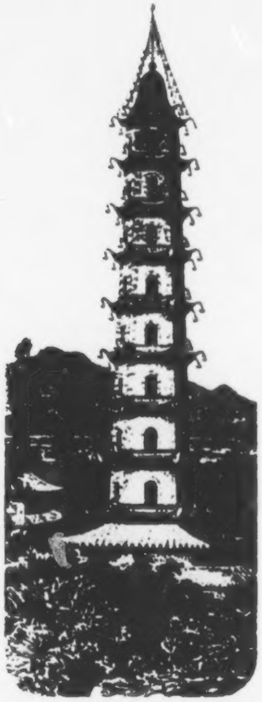



到北京	到北京
到北京	到北京
到北京	到北京
到北京	到北京
到北京	到北京

FULBRIGHT - HAYES
SEMINAR ABROAD PROGRAM 1994

LETTERS TO THE PAST

AN INTEGRATED CURRICULUM ON CHINA, HONG KONG AND MACAU



By

Glenn D. Diedrich
Walker Middle School
1712 S. 32nd Street
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"Letters to the Past"

During the 1994 Fulbright-Hayes Seminar Abroad Program we saw, visited and experienced many amazing things throughout the People's Republic of China. This is an experience that will never be forgotten. My unit is designed to assist 6th-12th grade teachers on numerous topics that involve traditional and modern China. If you have any questions, comments or would like copies of future curriculum written of China just write or call.

While traveling through China I was reading The Travels of Marco Polo, attempting to imagine what he experienced in China so long ago. These activities are designed as letter written back in time to Marco Polo. The letters are designed to be used individually or as an entire unit. I base my cultural units on the 12 cultural characteristics; food, clothing, transportation, communication, arts, government, religion, economy, education, family, recreation and shelter. There is one letter and an activity for each of the 12 characteristics. In the second part of the unit are historical and geographic letters describing some interesting historical events, issues or places.

Fulbright 1994/Diedrich (Overhead, Introduction)

DR. LYMAN VAN SLYKES 10 TALKING POINTS

1. Expect contradiction and complexity.

2. China is a big country.

- 1.2 Billion people
- Compared to 237 million in the United States.
- Many Chinese provinces are larger than entire European nations.
- Rural to urban migration, 70-85 million people.

3. China is more than China.

- "Greater China"
- There are 30 million Chinese outside of China.
- The Chinese Diaspora.

4. China is less than China.

- Coastal areas are growing fast while the western rural areas are losing capital.

5. The three over's and the one connection.

- Group over the individual.
- Age over youth.
- Male over female.
- Quan xie.

6. The central government is weak.

- No well developed organizations.(ie. Church)
- "Law is the handmaiden of the State control, not a shield of individual rights."
- The three lacks:

  1. No single powerful charismatic leader.
  2. The unifying ideology of communism is not as powerful in China today.
  3. The government lacks the ability to gain information and enforce laws.

7. Economic collidascope.

- On the eastern coast making money is the obsession,"Jumping into the Sea."
- Rural industrialization and diversity.
- Tremendous growth.

8. Will China become freer with economic growth?

9. Hong Kong and Taiwan have a great influence on China.

10. China is under great environmental stress.

- Population stress on environment.
- Rapid economic progress without concern for the environment.
- Use of coal, which is very soft with a high sulfur content.
- Water supply is down.
- Three Gorges Dam on the Yangtze River.

Dear Marco:

As you may remember from your journey across China it is a vast area with many interesting and different climates, topographical features and cultural groups. China has 9.6 million square kilometers. This is 1/5 of the entire world. From north to south you would travel 4.500 km. From east to west you would travel 5.200 km. In the west you find desert and in the east you find green agricultural land. There are five common geographical features in China:

1. Mountains
2. Plateaus
3. Plains
4. Basins
5. Deserts

China is covered with mountains. Thirty-three percent of all of China is covered with mountains. From your journal Marco, I see that you traveled over many of these mountains to get to Peking (Beijing). In China you find many mountain ranges such as the Himalaya's, the Tiansha and the Hengduan. Each range is different and challenging in their own way.

China has four major plateaus:

1. The Qing-Zang Plateau is very large, it covers over 1/4 of China and is over 4,000 meters above sea level. The Qing-Zang Plateau is over 60 million years old and had been the Himalaya Sea before it became a plateau. The major rivers of China originate from this area. The Yangtze and the Yellow Rivers being the largest. The Tibetan people live in this region.

2.The Inner Mongolian Plateau is covered with grass and is home to the Mongolian people. This plateau is famous for the small horses that roam and are used by the Mongolians for hundreds of years.

3. The Yunguhi Plateau is the most beautiful and the most dangerous. This plateau has constant climatic change with no flat land. Most of the poor of China live in this region. China's famous Yellow Flute Tree Waterfall, the largest in China, is located in this region.

4. The final major plateau is the Loose Plateau, which is the birthplace of the Han Chinese. The Han are the largest ethnic group in China today.

There are also four major basins in China:

1. The Sichuan Basin is known as the land of plenty because of the ability to grow crops in this area fairly easily. Over 100 million people live in this

region. The Dujiangyan Water Reservoir is used to prevent floods and to irrigate the farm lands. This reservoir is over 3,000 years old.

2. The Qaidam Basin is famous for the salt that is produced. In this basin you find a huge salt lake. Salt production is so big in this region that you could supply the world with salt for over 1,000 years!!!! In this basin the people have used salt to build roads and houses. There are over 42 billion tons of salt in the Qaidam Basin.

3. The Junggai Basin is covered with forests and agricultural land.

4. The final major basin is the Taruim Basin, known as the fireplace of China. It has the Gobi desert. The Taruim Basin is also famous for the recent oil finds which will help China in its drive toward modernization.

The desert regions are very large and dangerous. The Taklamagan or Gobi Desert is the largest and one of the most famous in the entire world. The Gobi is constantly expanding. The Gobi has swallowed Luobupb Lake and many cities that were along the Silk Road. The Shapotou Desert is another expanding desert. Here the people have been somewhat successful in stopping the sand. Using grass planted as a checker board the people have been successful in stopping the expansion of sand further inland.

China's climate is very unique throughout the country. The temperature ranges from 4 degrees - 53 degrees C. In the northern parts of China snow is common for half the year. While the southern parts of China are green all four seasons. If you travel from west to the east you will feel a definite difference in moisture. The west is a desert and the east is a rainy, monsoon climate.

China is a nation of rivers, with over 880. Let's talk about the four most important and famous:

1. The Yangtze River is 6,300km long covering ten provinces traveling from the west to the east. It was and is used for shipping throughout China. One of the most beautiful and famous parts of the Yangtze is the Three Gorges section. This part of the river is very steep, soon it will have a very large dam built to stop flooding and provide hydroelectric power to China. This dam project will supply the energy of ten nuclear power plants. When the dam is complete it will cover many of China's great archeological sites. We can only imagine the possible ecological and environmental damages this dam may cause.

2. The Yellow River is where the "cradle of Chinese nationality" was formed. It is made yellow from the sands and soil that are moved in the river. The river is almost impossible to control, it flows quickly and all along the river there are walls that make the river flow even faster. This causes greater erosion

and flooding.

3. The Pearl River is a river full of tributaries that support the agricultural areas of China. The Pearl River flows to Hong Kong and Guangzhou.

4. Finally, the Grand Canal, a man made canal that was built in 486 B.C. It is the longest and oldest canal in China. It was used to transport soldiers, food and grain. The Grand Canal is 1,794km long traveling 6 provinces and many cities, linking five water systems.

There are three major plains in China. The Northeast Plain is a good rice producing region. The North China Plain is were Beijing is located. And finally the Pearl River Plain is were a number of major cities are located. The plains are the most populated regions of China.

So as you can see, China is a large and diverse country filled with many different people in many different regions. It is truly amazing that any government con keep this diverse country under its control.

Sincerely,

Your Friend from the Future.

Fulbright 1994/Diedrich

Name:________________
Date:________________
Hour:________________

GEOGRAPHY WORKSHEET

Locate and label the following bodies of water:

Yangtze River
Pacific Ocean
Yellow River
Yellow Sea
Philippine Sea
Sea of Japan
Pearl River
South China Sea

Locate and label the following countries:

China
Cambodia
Philippines
Mongolia
North Korea
Vietnam
Taiwan
Japan
Thailand
Former Soviet Union
South Korea

Locate and label the following cities:

Beijing
Macao
Shanghai
Pyongyang
Ulan Bator
Fuzhou
Tianjin
Wuhan
Taipei
Tokyo
Kunming
Harbin
Pusan
Xi'an
Hong Kong
Guangzhou

LOCATE AND DRAW, THE GREAT WALL AND THE GRAND CANAL

Dear Marco:

When you were in China the population issues that are present today never exsisted. In the 20th Century China population growth and issues are a part of every decision made by the government and the people. China has 22% of the entire world's population. In 1993, China had a population of 1.2 billion people with 15-18 million added each year. My own country, the United States, has 271 million.

Marco, historically China has had a population changes filled with peaks and valleys. As the dynasties changed the population would go down due to wars, starvation and other related issues. During the dynasty itself there would be a population increase. Historical events have played very important roles in this cyclical population cycles. For example:

1. Peak population growth occured from 1952-1957.
2. A valley occured from 1958-1961, (1960 was the lowest point) during the Great Leap Forward, starvation occured because of poor political decisions of Chairman Mao Tse Tung.
3. Another peak population growth occured from 1962-1972, because of the end of the Great Leap Forward.
4. Another valley occured from 1973- Today because of family planning polices as a result of the one couple, one child policy.

The one couple, one child isa controvrsial poicy throughout theworld today Marco but, it is necessay for China and the rest of the world to curb population growth in order to assure food and resources for the future. There are two exceptions to this policy:

1. Minority groups (Non-Han Chinese) are allowed three children.
2. Rural families are allowed two children.

This policy will have a great effect on the future demographic trends in the very near futrue. These only children are called "Little Meatballs" or "Little Emperors" because they are often spoiled by their parents. This could have a tremendous effect on the future of China. The new middle class is also being increased as a result of the newly found disposable income of parents with only one child. These issues will change China forever!

The demographics of China effects all aspects of China's government, environment, society and culture. A group of Baby Boomers were born during the lastpopulation growth in 1962-1973. Today in China 40% of the population is below the age of 25 and 25% of China's population is below 15. This sets China up for a huge social revolution which could lead to a political and economic change never seen in any country before. Similar to the changes that occured in my country,the US, in the 1960's and 1970's. America during this historical time period changed in ways that were unimaginable just a few years before. China is destined to change in ways that cannot be predicted.

China has a very unique distribution of their population between the urban centers and rural areas. Today, 3/4 of the people of China live in rural areas, while 1/4 live in urban areas. The goal of the Chinese government is to have 2/3 of the population in rural areas and the other 1/3 in urban areas. This will be very difficult to accomplish due to the desire of most Chinese to gain economic prosperity.

The demographic situtation of China is changing due to the great migration of rural Chinese to urban areas. It is estimated that 100 million people are on the move. This is causing huge problems for the cities and the national government. In the United States in the 1920's there was a Great Migration of African Americans from the rural south to the urban north that changed my country forever.

Marco, whenever any decision is made in China population must be discussed. At every lecture and in every city I saw the effects of population on the people. I spent many hours in traffic jams and saw the migrants at the train station in Beijing. You would be amazed by the sheer number of Chinese throughout the world. We call this "Greater China." The Chinese culture can be found in almost any medium or large city in the world.

Talk to you soon,

Your Friend From the Future.

Beijing to Impose Huge Fees To Limit Migrants in the City

By PATRICK E. TYLER

Special to The New York Times

BEIJING, Sept. 14 — Reacting to a flood of workers moving into the capital, Beijing's municipal authorities have announced that they would begin imposing fees of up to $11,600 for the privilege of living in Beijing.

"People from outside Beijing must pay for the right to live permanently in this capital of China from Nov. 1," the official New China News Agency said on Monday.

The fee structure would charge companies doing business in Beijing the equivalent of $11,600 for each worker hired to live in the city. "Or they may ask their employees to pay for themselves," the news agency said, adding that the payment for individuals would be $5,800, half the corporate rate but more than 10 times the annual income for the average Chinese.

The chief of the city's finance bureau, Sun Jiaqi, was quoted as saying the regulations were aimed at controlling the fast-rising migrant population, which has been blamed for a soaring crime rate and evasions of China's one-child family planning law.

The announcement caught the city's 11 million residents by surprise and seemed to raise a host of questions about enforcement and who might be exempted.

Many of the city's new flood of workers are engaged in the construction trades that are building highways, subway lines and office towers and hotels.

"This is back-breaking work," a Chinese white-collar worker said. "Beijingers are simply not willing to do many of those jobs, so who are they going to get to replace them?"

The New China News Agency report said the regulations had been approved by a session of the Beijing People's Congress, which ended on Monday. The proceeds from the new resident tax, should it actually materialize, "will be used to upgrade the city's public facilities."

But there was little in the initial reports to explain how the city government would enforce the regulations. The city's Communist Party elders left themselves plenty of maneuvering room to grant exemptions, since most of the construction work in the city is in the hands of government construction companies.

"The municipal government will work out rules to reduce or exempt the payment in line with relevant policies and circumstances," the report said.

It seemed possible that the announcement was intended as a warning to slow the influx of workers. In addition, city officials could be seeking to put pressure on local employers to look to the local labor market before importing cheaper labor from the countryside.

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Fulbright 1994/Diedrich

Name:__________________
Date:__________________
Class:__________________

New York TImes-Beijing To Impose Huge Fees To Limit Migrants In The City

1. Who wrote this article?
2. Why is the Beijing municipal authority fining the migrant workers?
3. How much is the fine?
4. When does the fine go into effect?
5. Who pays the fine?
6. What is the fee for individuals?
7. According to Sun Jiaqi what are two effects of this migration to the city?
8. Who does most of the construction work in Beijing?
9. For what will the money from the fines on migrants be used?
10. Will this stop the flow of migrants into Beijing? Why or Why not?
11. What would you do to help stop the flow of migrants into Beijing?(Give three possible solutions)

The Dragon Within

The flood of migrants to the cities is threatening China's system

By Lena H. Sun

BEIJING

A teeming underclass enclave of migrant laborers on the outskirts of the capital may portend the future of China—a China of chaotic instability and social disintegration resulting from an uncontrolled "blind flow" of millions of rural workers into the cities.

There in Zhejiang Village, as it is called, migrants from eastern China's Zhejiang province have formed a self-contained community of 100,000 on what was farmland and a slaughterhouse not long ago.

Removed from the controls of the bureaucracy, the community has its own clinics and nurseries, and only the distinctive Zhejiang dialect is spoken. At one point the village even had its own militia, but now city police make monthly sweeps against gangs of young toughs in T-shirts and rolled up pants, who roam the streets and narrow alleys.

Similar communities like this one are springing up around urban areas all over China. No longer confined to the countryside, a peasant population roughly equivalent to 40 percent of the population of the United States is on the move in one of the biggest demographic changes in Chinese history.

On the surface, China is a picture of prosperity and relative stability. Ordinary Chinese today are better clothed and fed than many counterparts in developing countries. Young women in miniskirts buy sweaters at Benetton and dine at McDonald's. Pabst Blue Ribbon beer is available in remote Tibet. Hong Kong Chinese who used to lug food and clothes to poor relatives on the mainland 20 years ago now arrive empty-handed and leave with cheap consumer goods. For U.S. business executives, the lure of China and its market of nearly 1.2 billion people has never been stronger.

But in fact, the forces that propel China's shift from a Soviet-style planned economy to a market-driven one are at the same time causing social and political decay. Traditional methods of control are being dismantled, but new ones have yet to be put in place. For the first time since Deng Xiaoping launched the country's sweeping economic reforms 16 years ago, there is a sense that society is changing beyond the control of China's leaders. The same sense of disintegration, some Chinese say, has preceded the collapse of imperial dynasties as far back as the Tang period (618-907 A.D.).

On the farm and in the factories, discontent is growing. Soldiers and paramilitary police have had to maintain order in some bankrupt state factories. In the countryside, warlordism, banditry and deadly clan feuds are on the rise. Kidnapping is soaring as the only way to collect on debts. In some rural areas of rich Jiangsu province, clan power has replaced the authority of the Communist Party. "They've lost macro-control," says one longtime party official who travels frequently all over China.

This is a critical year for the world's most populous country as it reaches the toughest part of its reform program. Deng Xiaoping is 90 and some observers say he can barely speak, hear or walk. With no strong successor in sight, his death could trigger an outpouring of popular resentment against official corruption and lawlessness. "If the succession goes badly, the underlying tensions could easily well up and produce massive social disruption," says Kenneth Lieberthal, a China analyst at the University of Michigan.

The economy, while slowing somewhat, is still dangerously overheated. Inflation is exceeding 27 percent a year in the big cities, and the price of the staple pork was up nearly 50 percent in July from a year earlier. Peasants' real income is declining. Factories cannot pay their workers. Corruption has reached unprecedented levels as traditional systems of management and control break down. In affluent Guangdong province, the concentration of wealth in a few state-run monopolies prompted one veteran Western analyst to compare the greed to American "robber baronism" of the 1890s.

In some ways, the breakdown of controls has made the China of the 1990s freer than ever. To be sure, China remains a regime where arbitrary arrest is the rule, and repression the response to citizens who clamor for their rights. But the government no longer has the same kind of sway over peoples' lives. Many more Chinese are no longer bound by the *danwei*, or work unit system, that made them beholden to the state for jobs, housing, medical care, even permission to have a baby. Even pro-democracy activists travel easily around the country, sometimes crossing the border to Hong Kong to organize support.

■

JAIL IS NOT NECESSARILY A DETERRENT. "A lot of times, if you get arrested, all you need is a relative to pay a bribe," says Zhang Lin, an activist whose relatives helped spring him from a jail in southern China a few years ago. Zhang has since been rearrested for associating with foreign reporters and sentenced to three years in a coal labor camp.

Unrest among workers, one of the pillars of the Communist Party, is increasing. China tightened credit earlier this year to rein in inflation, and now, thousands of state enterprises can't meet their payrolls—raising the prospect of tens of millions of unemployed urban proletariat. Dissident labor sources cite more than 2,400 instances of labor unrest since February, ranging from simple work stoppages to protest marches by laid-off workers outside local government offices.

"Peasants have their families and their land, so they can grow their own food and more or less get by," says one village party secretary from a poor province in northern China. "But a lot of workers aren't getting paid, and that's a more serious problem."

Among retired workers and others on low fixed incomes, the resentment is particularly acute. "I never used to have to worry about how I'm going to survive. Now I have to ask my daughter for money," says a 60-year-old cement factory worker in the central Chinese city of Bengbu who has taken part in protests.

When the Wuhan Iron and Steelworks in the industrial center of Wuhan was unable to pay its thousands of workers earlier this year, some disgruntled employees started stealing the factory's iron and steel at night. Soldiers were sent to keep order, but fighting broke out and at least one soldier died, according to one provincial party official.

An equally volatile challenge confronting the government is the massive influx of rural Chinese to the cities—as many as 100 million by one estimate. Known colloquially as the *mang liu* or "blind flow," this migration is changing the face of China. Fifteen years ago, 80 percent of China's population lived off the land; today 65 percent does.

What has given rise to this huge army of migrant laborers is the disintegration of China's strict residence-registration system. For the first 30 years of Communist rule, Chinese mainly stayed where they were born, bound by their *hukou*, or residence registration. Controls started to relax in the late 1980s, and peasants traveled to cities in winter when the land was fallow. By the 1990s, millions of peasants moved to the cities year-round. There they earn nearly three times what they can in the countryside, sending much of it home and sometimes supporting entire villages.

In Beijing the outsiders, or *wai di ren*, now make up 14 percent of the population. De facto ghettos have sprung up, grouped by the place of origin and profession. The Anhui Village is home to young women seeking work as nannies and cleaners. Muslims from Xinjiang Village peddle kebabs. The Zhejiang Village laborers sell leather goods and clothes.

One such laborer, Zhang Xian, a spare man in his late forties, makes a good living stitching leather jackets in his cramped one-room sweatshop. Often, he and his wife, daughter and two seamstresses must work through the night, bent over their pedal-powered sewing machines. But his earnings are 12 times those of an average Beijing factory worker.

But many other immigrants do the dirtiest jobs for the lowest pay—collecting trash, cleaning sewers, working in sweatshops that churn out apparel and toys for American stores. Others are carpenters or food vendors or build the roads, office towers and hotels that are transforming China's big cities.

The availability of their cheap labor comes at the expense of social control. Migrants account for nearly one in eight of the country's births above the official one child per family quota. Babies go unregistered and unvaccinated. In Beijing, outsiders account for 80 percent of total criminal offenders.

The forces of disintegration will surely accelerate as the urban underclass burgeons in the coming years. From now until the end of the century, Chinese researchers estimate that 200 million rural laborers will be looking for jobs. And the lure of the city has never been stronger.

Given the current climate of uncertainty surrounding the political succession after Deng, the most powerful man in the world's most populous nation, no one is willing to rule anything out. In South China's capitalist boom town of Shenzhen, Liu Runcheng, a successful thirtysomething factory manager who favors polo shirts and khakis, sees a China of the future that remains Communist, though ruled by kinder, gentler leaders. But Zhang Lin, his contemporary who was rearrested for organizing an independent workers' union, sees a country on the verge of a social explosion. A single spark could touch off peasant and worker unrest, he says, plunge China into turmoil, sweep away the Communist Party, and perhaps, set the stage for more democratic rule.

Even the Chinese Academy of Social Sciences forecast last year that the country could break up like Yugoslavia after Deng dies.

BY THOMAS [illegible] FOR THE WASHINGTON POST

But other Chinese and Western analysts discount such fears as alarmist and point out that powerful regions, like southern China's Guangdong province, depend on the interior provinces for their markets, raw materials and fuel.

No one knows which of these scenarios—or something in between—will turn out to be right. For the moment, China's rulers are banking on a combination of forces to hold the country together: the weight of the Communist Party bureaucracy, coercion and a fundamental desire for social order, ingrained in the unifying tradition of a country with a 4,000-year-old history. Despite its feeble condition, the Communist Party remains the only serious political organization in the country. It is 54-million strong and has added about 1.7 million new members in each of the last two years. But party members are quick to point out that they are not believers. They join because the party often gives them added opportunity to turn a profit in the transition from a centrally planned to a market economy.

Not only does the party control the machinery of government, it also controls the barrel of the gun. Since the 1989 Tiananmen Square crackdown, Communist leaders have regularly reshuffled regional military commands, partly for professional modernization, but also to undermine regionalism. Authorities have also taken steps to bolster the strength of the police. Nationwide, the ranks of the People's Armed Police, whose main task is handling civil unrest, have grown 60 percent to 800,000 since 1989, according to official reports. In early June, police bureaus around the country were directed to use "any and all methods, including the use of weapons," to quell disturbances, according to a Chinese official in Beijing.

But perhaps the biggest factor China's rulers have in their favor is the wish of millions of ordinary Chinese for political stability for their children. The last 16 years of economic reform and relative peace is the first period in more than a century and a half—since the Opium War of 1839—in which China has been free from foreign intervention, civil war or widespread chaos.

The question is: Can it last? ■

Lena Sun recently completed four years as Beijing bureau chief of The Washington Post.

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by stressing marketplace pressures on both the community and on individuals.

In talking to the city's youth, Johnson is trying, in effect, to bargain a commitment to values and behavior in return for what he hopes will be expanded private and public job-producing investment.

"What I am saying is that it is the obligation of an adolescent who lives in the heart of the inner city, it is just as much his or her responsibility as the person who has access to hundreds of millions of dollars. . . . We can't go out and find investors, people to come in and open up businesses if you are going to turn around and destroy them, if you are going to let children graffiti the walls."

In many cities without the exceptional corporate and cultural resources available in Rochester, this kind of bargain has not worked, and the poor have been caught at the whip end of social change.

But Rochester, with a black Democratic mayor promoting an agenda of market forces and personal values, will be an unusual political and economic testing ground—a chance to watch the "values" debate up close. ■

Thomas Edsall covers politics for The Washington Post.

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NAME:________________
DATE:________________
CLASS:________________

WASHINGTON POST NATIONAL WEEKLY-"THE DRAGON WITHIN: THE FLOOD OF MIGRANTS TO THE CITIES IN THREATENING CHINA'S SYSTEM."

1. Who wrote this article?

2. What is Zhejiang Village?

3. How many people live in Zhejiang Village?

4. Give three reasons why China on the surface is a picture of stability and prosperity. (Give three)

5. How many people live in China?

6. Why is the Chinese government losing control over China? (Give 5 reasons)

7. Who launched the sweeping reforms in 1978?

8. Why could the death of Deng Xiaoping cause problems in China?

9. What is the inflation rate in the big cities of China?

10. What is the *danwei*? Why is it important?

11. Why is jail not a deterrent in China?

12. Why are many urban workers not getting paid?

13. What happened at the Wuhan Iron Steelworks? Why is this company important to China?

14. What is the blind flow?

15. Why did the blind flow occur?

16. What is the *hukou*?

17. Who are the *wai di ren*?

18. What are three jobs performed by the *wai di ren*?

19. What are the two major problems with the migrants?

20. What does Liu Runcheng think about China's future?

21. What does the Chinese Academy of Social Sciences think about China's future?

22. What do the other Chinese and Western analysts think about China's future?

23. What is the leadership of China banking on for China's future?

CRITICAL THINKING

24. What do you predict will happen in China's future? Why?

COMMENTARY

The Makings of a Feeding Frenzy

China's population boom could mean worldwide hunger

By Lester Brown

Suddenly, China is losing the capacity to feed itself. When that happens, the food supply of the whole world will be affected, casting the shadow of global scarcity on human history for the first time. China's population is growing by 14 million a year. Incomes are also climbing at a record rate, which means that the consumption of meat is increasing even faster than the population—placing ever greater demand all along the food chain.

When China's economic reforms were launched in 1978, only 7 percent of the grain was being used for animal feed; By 1990, that share had risen to some 20 percent, most of it to produce pork. Now, demand for beef and poultry is also climbing. More meat means more grain—two kilograms of additional grain for each kilogram of poultry, four for pork and seven for each kilogram of beef added in the feedlot. If the supply of grain does not expand apace with Chinese appetites, food prices will soar. Indeed, before the government stepped in to stem panic buying by releasing reserves, grain prices in China's 35 major cities shot up by 41 percent during the first two months of this year.

At the same time as this demand is increasing, China's capacity to produce food is shrinking due to the massive conversion of crop land to nonfarm use.

In neighboring Japan, 77 percent of the grain consumed is imported—the result of prosperity and the heavy loss of crop land to industrial development since mid-century. Even the emperor now eats California rice. Similarly, South Korea imported 64 percent and Taiwan 67 percent of their grain. Over the last few decades, the conversion of grain land to nonfarm use (and, to a lesser degree, to production of the fruits and vegetables demanded by a more affluent populace) in those countries has cost Japan 52 percent of its grain land, South Korea 42 percent and Taiwan 35 percent.

But Japan—and South Korea and Taiwan—are not China. It is one thing for a nation of 120 million, such as Japan, to turn to the world market for most of its grain, but if a nation of 1.2 billion moves in this direction, it could quickly overwhelm the export capacity of the United States and other exporting countries. Food prices would be driven up everywhere.

This potential grain deficit is raising one of the most difficult questions world leaders have ever had to face: Who will feed China?

As the demand for grain spirals upward, one might assume that a potential solution could be found in China's vast territory. But, in fact, most of that huge land mass is arid and unproductive, with the food-growing capacity concentrated in a relatively small area—a band of river valleys constituting about a third of the country along the southern and eastern coasts. This is also the area where the bulk of the population and industry is concentrated, which places competing demands on the land—for housing and highways, as well as for crops. As a result, at a time when China most needs to expand the area of its crop land, that area is shrinking—and China's ability to feed itself now rests entirely on raising the productivity of its crop land.

In assessing the potential for raising yields, it is again instructive to look at the case of Japan, which has led the world in raising rice yields for more than a century. Japan kept improving its yields until 1984, when it reached a plateau of just under five tons per hectare (about 2.5 acres). Since then, even excluding the disastrous weather-reduced 1993 harvest, yields have actually fallen slightly.

Rice yields in China, which have been rising toward those in Japan, are starting to level off at around four tons per hectare—suggesting that the potential for raising yields further is limited. Neither Japan nor any other country has been able to push the rice yield per hectare above five tons.

In South Korea and Taiwan too, the rise in yields slowed once they reached four tons per hectare—indicating that further dramatic boosts in rice yields in China may not be possible without a new technological breakthrough. But the prospect for that, so far, has not been encouraging. Agricultural economists Duane Chapman and Randy Barker of Cornell University point out that "the genetic yield potential of rice has not increased significantly since the release of the high-yielding varieties in 1966."

With wheat, China's other food staple, the rise in yield is also slowing after jumping 83 percent from 1975 to 1984, with the initiation of economic reforms. Nor is there much prospect of any large gains from further use of fertilizer, which has been one of the keys to raising yields since the agricultural reforms. After climbing from 7 million tons in 1977 to nearly 29 million tons in 1993, fertilizer use appears to be leveling off, as it did in the United States a decade earlier as farmers encountered diminishing returns from further applications.

BY CHARLES WALLER FOR TWP

■

FOOD PRODUCTION TRENDS IN CHINA WILL ALSO BE shaped by several environmental trends, including soil erosion, waterlogging and salting of irrigation systems, air pollution and global warming.

Soil erosion is common on the half of China's crop land that is not irrigated. The Huang He or Yellow River that drains much of Northern China derives its common name from the 1.6 billion tons of ocher-colored topsoil that it annually transports to the ocean. So much of China's topsoil blows away that scientists at the Mauna Loa Observatory in Hawaii can detect the dust within a matter of days after spring plowing starts in North China.

Waterlogging and salting are reducing productivity on an estimated 15 percent of China's irrigated land. When river water is diverted onto the land, part of it percolates downward, sometimes raising water tables; when the water table rises to within a few feet of the surface, deep-rooted crops suffer.

When water gets within inches of the surface, it evaporates into the atmosphere, leaving a layer of salt on the soil surface. Unless an underground drainage system is installed to lower the water table, the accumulating salt eventually turns fertile land into wasteland, as it did with the early Middle East civilizations.

Air pollution and acid rain are intensifying too—largely as a result of increased burning of coal. The result is to lower crop yields and forest productivity—not only in China, but as far away as Japan and South Korea.

Finally, there is the potentially enormous toll of global warming. Climate research in the rice-growing south, for example, shows that a rise of 3 degrees Fahrenheit in average summer temperature would markedly reduce rice yields.

When you take these environmental trends into account, in addition to the heavy loss of crop land to industrialization, it appears likely that China's grain production will fall by at least 20 percent between 1990 and 2030.

The resulting deficit will be huge. Allowing only for the projected population increases with no rise in consumption per person, China's demand for grain would increase from 335 million tons in 1990 to 479 million in 2030. In other words, even if China's booming economy produced no gains in consumption of meat, eggs and beer, a 20 percent drop in grain production (to 263 million tons) would leave a shortfall of 216 million tons—*a level that exceeds the world's entire 1993 grain exports of 200 million tons.*

But, of course, China's newly affluent millions will not be content to forego further increases in consumption of livestock products. If per capita grain consumption climbs from 300 kilograms at present to 400 kilograms, the current level in Taiwan, total grain consumption would climb to a staggering 641 million tons—and the import deficit would reach 378 million tons.

The Chinese apparently are making similar calculations. Prof. Zhou Guangzhao, head of the Chinese Academy of Sciences, observes that if the nation continues to squander its farmland and water resources in a breakneck effort to industrialize, "then China will have to import 400 million tons of grain from the world market. And I am afraid, in that case, that all of the grain output of the United States could not meet China's needs."

Who would supply grain on this scale? The answer: no one. Since 1980, annual world grain exports have averaged roughly 200 million tons, of which close to half comes from the United States. But the United States is also faced with losses of crop land. And, given the projected addition of 95 million Americans over the next four decades, most of the future growth in U.S. grain output will be needed at home.

Among the few countries that are now grain exporters, Argentina could substantially boost its output and perhaps double its grain exports of 11 million tons. But that would do little to help China. Europe, with a remarkably stable demand and supply of grain, is likely to maintain exports at close to the current level even with the reductions in farm subsidies required by the GATT (General Agreement on Tariffs and Trade). The reality is that no country, or combination of countries, could fill more than a small fraction of the potential food deficit in China.

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AT THE SAME TIME, HUGE DEFICITS ARE PROJECTED for other parts of the world. Africa, notably, is expected to need 250 million tons of grain by 2030—10 times current imports. The Indian subcontinent is expected to rack up a deficit several times larger than its present one. Scores of countries with rapid population growth—among them Iran, Egypt, Ethiopia, Mexico and Nigeria—will find themselves facing huge food deficits in the years ahead. To take two examples: Between 1990 and 2030, Egypt's grain imports from the United States are projected to rise from eight to 21 million tons and Mexico's from six to 19 million tons.

In these circumstances, the vast deficit projected for China will set up a fierce competition for limited exportable supplies, driving world grain prices far above familiar levels.

At issue is how to bridge the projected gap between China's import needs and the inability of the rest of the world to supply those needs. If the chasm develops as projected, rising food prices will forcibly curb demand for food worldwide, reducing consumption among rich and poor alike. For the former, it will mean less fat-rich livestock products and less cardiovascular disease—which happened in the United Kingdom during the early 1940s when U-boats cut off grain shipments. But for the hundreds of millions of rural landless and urban poor who remain on the lower rungs of the global economic ladder, food consumption could well drop below the survival level.

The bottom line is that when China [illegible] world markets on an ongoing basis, its food scarcity will become the world's scarcity; its shortages of crop land and water will become the world's shortages. Its failure to check population growth soon enough will affect the entire world. Whether or not we are ready to accept it, the economic future of the world outside of China and that of China's 1.2 billion people [illegible] inextricably linked. ■

Lester Brown is president of the Worldwatch Institute and author of "Full House: Reassessing the Earth's Population Carrying Capacity."

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Fulbright 1994/Diedrich (Population)

Name:____________________
Date:____________________
Class:____________________

WASHINGTON POST WEEKLY-"THE MAKINGS OF A FEEDING FRENZY: CHINA'S POPULATION BOOM COULD MEAN WORLD WIDE HUNGER

1. Who wrote this article?

2. What is the author's concern?

3. According to the author what is China's population growing by each year?

4. Why does a greater income for the people of China cause a problem for the world food supply?

5. What is the effect of the increased use of grain for animal feed?

6. How will China overwhelm the world grain markets?

7. Why didn't Japan's conversion to world grain markets cause a problem for the world food supply?

8. Why can't China just grow more food?

9. What five environmental trends will shape food production in China?

10. What the two major causes of soil erosion in China?

11. How much land in China is being effected by waterlogging and salting?

12. What causes salting?

13. What is the largest cause of air pollution and acid rain in China?

14. How would global warming effect China's grain crops?

15. How much is China's grain production going to fall from 1990-2030?

16. What will this decline in grain production do to China?

17. What does Professor Zhou Guangzao have to say about China industrialization?

18. Could any country in the world supply China with the necessary grain? Why or Why not?

19. Name four other countries or regions that will have food supply problems by 2030.

20. What is the bottom line about China's food supply, according to the author?

CRITICAL THINKING

21. Make a list of seven things that could be done to improve China's food supply problems.

Gincun Journal

Good Earth Is Squandered. Who'll Feed China?

By PHILIP SHENON

Special to The New York Times

Mark Leong for The New York Times

Farmland is vanishing so fast in China that the Government is worried about food shortages. In Gincun, a village in booming Guangdong Province, the pastoral quiet has been shattered by a new superhighway.

Cost didn't matter in developing industry. Now the bill is coming due.

GINCUN, China — Near the boomtowns of southern China, superhighways and smoke-belching factories sprout from the ground almost as quickly as the stalks of sweet corn raised by the barefoot farmers of this tiny village.

"My two sons cannot sleep at night because of this terrible noise," said Qin Liang Kai, a 30-year-old farmer, nodding toward the unending rush of cars and trucks along the new six-lane expressway that borders his cornfields.

The $1 billion highway, which opened only this summer, links the thriving coastal province of Guangdong to Hong Kong. And it has ended the pastoral quiet here.

As he broke up thick clumps of rust-colored dirt by pounding them with a bamboo-handled hoe, Mr. Qin said he figured that all of his neighbors would be gone within a few years — some forced from their farms into migrant labor, others pleased to go to better-paying jobs in the factories.

"But I do not understand," he said. "If we all leave the land, who will feed the people?"

The Government is asking the same question. After years of encouraging industrial growth at almost any cost to the nation's farmland, the Chinese Government is discovering, to its dismay, what that cost really is.

China has 20 percent of the world's population, but only 7 percent of the world's arable land. And farmland is disappearing so rapidly, sacrificed to make way for industry and development, that the Government is worried that China could once again face the nightmare of food shortages — a threat with consequences far beyond China's borders.

The total farmland in the country, about 370,000 square miles, has declined by nearly 20 percent since the late 1950's.

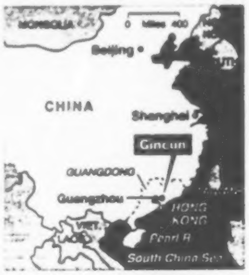
"Our first priority in the Government is to make sure all the people are fed," said Zhan Giuigi, an engineer with the State Land Administration. "China is so big that it's impossible for other countries to provide us with food. We must be self-sufficient. We must not allow the destruction of any more farmland."

The problem is most severe in booming coastal provinces like Guangdong, which has recorded double-digit economic growth for years because of its proximity to Hong Kong. In the provincial capital, Guangzhou, the city known in colonial times as Canton, downtown land prices equal those of some Western European capitals. The city has been turned into one vast construction site, with building cranes rising every few hundred feet along the gray waters of the Pearl River.

The land of Guangdong Province is prized by farmers for its fertility, but real-estate developers say that its value to farmers cannot compare to its value as the site of clothing factories, soft-drink bottling plants or luxury hotels, all of which have recently risen here on what used to be agricultural land.

Last year the State Council, the body that runs the country day to day, issued a tough-worded order to the leaders of Guangdong Province to preserve the little farmland that remains here.

But here, as elsewhere in southern China, the huge profits from land sales tend to overwhelm any fear of the central Government. With the prospect of millions of dollars in profits on even a small plot of land, developers and corrupt officials are often willing to take the risk of ignoring instructions from Beijing.



The New York Times

An expressway is disturbing the peace of Gincun farmland.

Several miles east of the city limits of Guangzhou, the farmers of this village toiled in their fields on a recent summer afternoon, doing their best to ignore the drippy heat and the ceaseless rumble of the traffic on the new superhighway. These farmers are being surrounded by the explosion in the Chinese economy, and it is difficult to imagine how they can survive here — the land is just too valuable to permit it to be used for farming much longer.

Her white blouse stained with sweat and her lavender pants rolled up to the ankle to keep them clean from the red earth, Xiao Wei stepped to the banks of the fetid creek that separates her small plot of land from the expressway.

"Sometimes I think that the highway is good because it helps us take our produce to the city to sell," said Miss Xiao, who rents her land from a local agricultural commune. "But at the same time I am worried, like everybody else. The land developers have already been around here asking questions. They could take away all of this land."

On the other side of the creek, Mr. Qin, the corn farmer, leaned against his hoe as he tried to figure out how much longer he could earn a living from this land. He said that he would pay about $470 this year to rent his three-acre farm from a local agricultural college. His total income for the year, he said, will be about $2,500, enough to feed his wife and two sons.

But as the value of the land explodes, Mr. Qin said, so will his rent, and it is next year that he is worried about.

"Next year, I think that the rent will go up about 20 percent, maybe more," he said. "Then how can I afford to stay? I do not know how anybody can afford to stay."

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Fulbright 1994/Diedrich

Name:_________________
Date:_________________
Class:_________________

New York Times-"Gincun Journal-Good Earth Is Squandered, Who Will Feed China?"

1. Who wrote this article?

2. What has this $1 billion dollar highway done to the farming village of Gincun?

3. What is Mr. Qin and the Chinese government's greatest concern about the loss of farm land?

4. What percent of the world's population is Chinese?

5. What percent of the world's arable (farm) land is in China?

6. What is the total farmland available in China?

7. What does Zhan Giuigi say is the first priority of the Chinese government?

8. What was Guangzhou known as in colonial times?

9. Why do the farmers want to keep the farm land?

10. Why do the real-estate developers want the land?

11. What does Miss Xiao think about the new highway?

12. What is happening to Mr. Qin and his family as the cost of rent for his plot of land goes up?

Critical Thinking

13. If you were a farmer in Gincun how would you feel about the new highway? Why?

14. If you were a real-estate developer how would you feel about the new highway? Why?

NAME:______________
DATE:______________
CLASS:______________

Dear Marco:

Today's letter is going to discuss communication in China. I'll talk about the many different languages found in China as well as the invention of paper by Ts'ai Lun and the role of television in China today.

First the languages found in China. Many people in the United States think that everyone in China speaks the same language. There are 56 different nationalites and ethnic groups in China and nine language groups. These langu;age groups often do not understand each other. This makes it very difficult to hold all of China together. The lack of a common language is one of the Chinese government's most difficult problems.

The nine languages are:

1. **Mandarin Chinese-** This is the offical language of the Chinese government. It is the language spoken by China's largest ethinc group, the Han.
2. **Tibetan-** Tibet is an autonomous region of China with their own separate culture, language and beliefs. The Communist government of China and the people of Tibet do not agree on who should rule this region.
3. **Turkic**- The Turkic language is closely related to the languages of the Middle East. It is commonly spoken along the western edges of China.
4. **Mongolian-** Inside of the modern Chinese borders is the province of Inner Mongolia, a region inhabited by the ancestors of Genghis Kahn. The Mongols are a nomadic group that lives on a large plateau raising cattle.
5. **Cantonese-** In the southern part of the People's Republic of China, near the border with Hong Kong, the people speak Cantonese. This language is becoming the language of business in China.
6. **Shanghainese-** This language group is unique to the region around the city of Shanghai.
7. **Korean-** This is the language of the people of Korean decent that live in the People's Republic of China on the border with North Korea.
8. **Fukienese-** Fukienese is another language found on the eastern coast near Taiwan.

9. **Hakka-** Hakka is a language found in the southern part of Jiangxi Province.

Marco as you can tell the language groupings are very complex and varied. This is very different from people's common idea of China being one large monolith.

Marco did you know that the Chinese were the people who invented modern paper! Ts'ai Lun was an offical at the Chinese imperial court in 105 A.D. He gave Emperor Ho Ti samples of paper. This invention was to spread throughout China and finally the world. The Arabs took paper to Europe where it was to be commonly used by the 12th Century A.D. Paper is so important today that we must remember the contribution of Ts'ai Lun.

Marco one of the modern inventions that you never knew in the 11th Century A.D. was the television or TV. It was invented in my country, the United States in the 20th Century. A television produces sound and images of people, places and things that look real and move as they actually do in real life but inside of a box. It has had a tremendous influence on the world. People watch TV to learn about China and all the other countries of the world. Exploration can be done in your home.

In China the television is effecting the traditional Chinese culture and the Communist government's power over the people of China. In 1975 the Chinese people owned fewer that 1 million TV's. Each television was licenced and registered with the government. By 1993 there were over 263 million TV's with no ability to enforce the registration of televisions. The televisions with the help of satellite dishes pick up western TV shows, such as, soap operas, sports, advertising and other signs of capitalism.

From Hong Kong, Star TV is broadcasting music videos into the People's Republic of China. This has had begun to change the attitudes of China's youth, away from tradition and toward modernization. China is changing quickly to become part of the world community. The ideas of the group over the individual, age over youth and male over female are beginning to decay. China is changing and the Communist government and the rest of the world do not even fully understand what this change could bring to People's Republic of China and the world.

Well farewell and I look forward to writing my next "Letter to the Past."

Sincerely,

Ideas & Trends

A Repressed World Says, 'Beam Me Up'

By PHILIP SHENON

GUANGZHOU, China

FREEDOM is heaven-sent, or so it would seem to anyone scanning the red-tiled rooftops of this southern Chinese city. The skyline of Guangzhou, one of China's free-market boomtowns, is covered with a forest of satellite dishes that allow television viewers here to enjoy the antics of Bart Simpson and Oprah Winfrey; NFL football and Australian cricket; the scantily clad lifeguards of "Baywatch" and the unclad models of a Japanese pornography channel; CNN and the uncensored local television news from across the border in Hong Kong.

And while almost every one of those satellite dishes is illegal under an 11-month-old decree, the Government seems unwilling to force the owners to take them down. Wang Bin, a shopkeeper, said that while his 12-year-old son does not understand a word of English, "he still loves 'The Simpsons,'" the American cartoon show beamed to China by Star TV, a pan-Asian satellite service.

"Maybe the people would protest very loudly if they take away our dishes," Mr. Wang said. "Everybody loves satellite television."

Hard to Stop

In China and almost everywhere else in the world where freedom is not a given, authoritarian governments are coming to realize their worst fears about the information age. Fax machines, video recorders and cellular telephones made chinks in the censorship wall. And now it is the spread of satellite television that is threatening to bring the wall down. Governments are finding it nearly impossible to stop people from grabbing their entertainment — and more important, their news and information — from the skies.

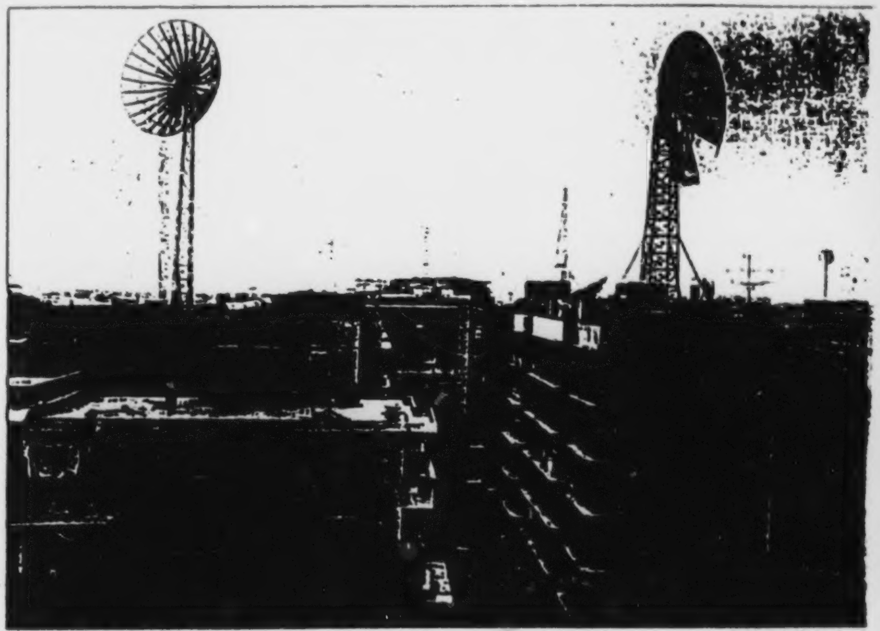
Not that they aren't trying. In March, Saudi Arabia banned satellite dishes as "un-Islamic," ordering more than 150,000 dishes in the country to be dismantled, and neighboring Kuwait is moving toward a similar ban. Dishes for private homes have long been outlawed in Singapore and Malaysia, where foreign programs are labeled a threat to traditional Asian values. Hindu fundamentalists in India, outraged by the racy videos on the Asian version of MTV, have demanded that the Government shut out Western satellite broadcasts. An Egyptian province banned dishes last spring after the governor complained that the local furniture industry was dying because "the workers are stuck in front of the sex scenes coming off the dish."

Yet governments that try to shut down satellite technology are often finding themselves outwitted by determined viewers, a problem that will only get worse for repressive rulers as satellite dishes grow smaller, more powerful and cheaper. The dishes are already sufficiently low-tech that they can be made in kits that are easily smuggled across borders. Dishes sold in China come from several countries.

Bowing to what seems to be the inevitable, some repressive governments are allowing the dishes to stay. The junta that runs Myanmar, the nation formerly known as Burma, puts few restrictions on the ownership of satellite dishes — although few people in Myanmar can afford them — while the Indonesian Government has welcomed satellite technology as a means of beaming its own programs to the thousands of islands in that farflung archipelago nation.

The situation in China is instructive, if only because China has made the crackdown on satellite television such a public campaign — and because it has been such an embarrassing failure. The Government moved against satellite dishes last October, prompted by the growing popularity of Star TV, the Hong Kong-based satellite service that had been purchased only weeks before by Rupert Murdoch, the media baron. Mr. Murdoch, who paid $525 million for control of Star, made few friends in Beijing when he announced shortly after the purchase that new technology "posed an unambiguous threat to totalitarian regimes."

The Chinese decree against satellite television banned virtually all private satellite dishes, estimated to number in the hundreds of thousands. Dish owners were ordered to take them down immediately or face heavy fines. Foreigners were allowed to continue to receive satellite transmissions in their homes and offices, but the dishes were banned from all hotels with less than a two-star quality rating, the only hotels that most Chinese can afford.


Mark Leong for The New York T
Illegal television satellite dishes rise above apartment buildings in Guangzhou, China.

From China to Iran, it looks like satellite TV can't be canceled.

Nearly a year later, little has changed. A satellite dish can still be easily, if not so openly, purchased for as little as $600. Rather than dismantling their dishes, most dish owners in Beijing have simply hidden them behind brick walls or under canvas tarpaulins. To limit the risk, neighbors have joined in communal satellite services, all of them drawing their programs from a single, well-hidden dish. In some cities of the more free-wheeling south, dish owners do not bother to hide them at all.

Star TV's figures suggest that Chinese viewership may actually have increased since the crackdown. An independent audit circulated by Star among Hong Kong advertising executives last summer showed that the number of homes with television able to receive at least one Star channel in Guangzhou rose from 48 percent to 55 percent, while in Beijing it rose from 9 percent to 13 percent.

Mr. Murdoch's own relationship with the Chinese leadership doubtless improved when he decided earlier this year to drop the BBC World Service news from the Star lineup beamed to China.

"The Chinese Government has decided, and I think logically, that it really can't shut out satellite television entirely, whatever the threat," said a Western diplomat in Beijing. "We're not talking about a few dissidents here. Hundreds of thousands of Chinese have now invested their life savings in these dishes, and there would be a nasty public uproar if the Government really forced the dishes down."

In a few small, rigidly controlled countries, the crackdown on satellite TV has been reasonably successful. But even those governments are feeling pressure to open up viewing choices in ways that will almost certainly limit their ability to censor what viewers see. Kuwait and Saudi Arabia are talking ab establishing sophisticated cable systems t would offer dozens of channels. Singap has already established a government-c trolled cable system that includes news fea tine from CNN and the BBC. Even as continues to deny satellite dishes to its o citizens, Singapore has invited satellite se ices, including MTV and HBO Asia, to set their regional headquarters there. Neighb ing Malaysia has announced that it will p tially lift the ban on satellite dishes in 19

Even in Iran, where the Islamic Gove ment has long preached about the evils Western entertainment, there is some hes tion to ban satellite dishes outright. In Te ran, an estimated 50,000 satellite dis sprout from rooftops, and the city's m popular television show is said to be "Dyn ty," courtesy of Mr. Murdoch's Star Iranian state television is notoriously d "The cultural invasion will not be resolved the physical removal of satellite dishes," Teheran Times newspaper editorialized l spring. The paper suggested that the "an dote to poisonous foreign cultural invasi was simple: improve the quality of the off ings on state television so that viewers do bother with the satellite fare. Even some the mullahs might buy that logic.

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NAME:________________
DATE:________________
CLASS:________________

NEW YORK TIMES-"IDEAS AND TRENDS: A REPRESSED WORLD SAYS, BEAM ME UP"

1. Who wrote this article?

2. Where was this article written?

3. Name five television shows that the Chinese in Guangzhou are watching with their satellites.

4 Are the satellite dishes legal?

5. What is Star TV?

6. Why is the government not taking away the satellite dishes according to Mr. Wang?

7. Define censorship.

8. What did Saudi Arabia do about their satellite dishes? Why?

9. Why are satellite dishes banned in India?

10. Why does Indonesia like to use satellite dishes?

11. Why did the government of China begin a campaign against satellite dishes in October, 1993?

12. Who is Rupert Murdoch? Why is he important to China?

13. How many satellite dishes are in China?

14. What is the most popular TV program in Iran?

15. Imagine you are one of China's leaders, should satellite dishes be allowed in your country. If not how will you stop them from being used and if you think satellite dishes should be allowed why?

7

TS’AI LUN

fl. c. 105 A.D

Ts’ai Lun, the inventor of paper, is a man whose name is probably unfamiliar to most readers. Considering the importance of his invention, the extent to which he has been ignored in the West is indeed surprising. There are major encyclopedias which do not have even brief articles on Ts’ai Lun, and his name is seldom mentioned in standard history textbooks. In view of the obvious importance of paper, this paucity of references to Ts’ai Lun may arouse suspicion that he is a purely apocryphal figure. Careful research, however, makes it absolutely clear that Ts’ai Lun was a real man, an official at the Chinese imperial court, who, in or about the year 105, presented Emperor Ho Ti with samples of paper. The Chinese account of Ts’ai Lun’s invention (which appears in the official history of the Han dynasty) is entirely straightforward and believable, without the least hint of magic or legend about it. The Chinese have always credited Ts’ai Lun with the invention of paper, and his name is well known in China.

Not a great deal is known about Ts’ai Lun’s life. Chinese records do mention that he was a eunuch. It is also recorded that the emperor was greatly pleased by Ts’ai Lun’s invention, and that as a result Ts’ai Lun was promoted, received an aristocratic title, and became wealthy. Later on, however, he became involved in palace intrigue, and this eventually led to his downfall. The Chinese records relate that upon his being disgraced, Ts’ai Lun took a bath, dressed in his finest robes, and drank poison.

The use of paper became widespread in China during the second century, and within a few centuries the Chinese were exporting paper to other parts of Asia. For a long time, they kept the technique of papermaking a secret. In 751, however, some Chinese papermakers were captured by the Arabs, and not long afterwards paper was being manufactured in both Samarkand and Baghdad. The art of papermaking gradually spread throughout the Arab world, and in the twelfth century the Europeans learned the art from the Arabs. The use of paper gradually spread, and after Gutenberg invented modern printing, paper replaced parchment as the principal writing material in the West.

Today, paper is so common that we take it for granted, and it is hard to envisage what the world was like without it. In China, before Ts’ai Lun, most books were made of bamboo. Obviously, such books were extremely heavy and clumsy. Some books were written on silk, but that was too expensive for general use. In the West, before paper was introduced, most books were written on parchment or vellum, which were made of specially processed sheepskin or calfskin. This material had replaced the papyrus favored by the Greeks, Romans, and Egyptians. Both parchment and papyrus, however, not only were scarce, but were also expensive to prepare.

That books and other written materials can today be produced so cheaply and in such large quantities is due in considerable part to the existence of paper. It is true that paper would not be as important as it is today were it not for the printing press; however, it is equally true that the printing press would not be nearly so important were it not for the existence of a cheap and plentiful material on which to print.

Which man, then, should be ranked higher: Ts'ai Lun or Gutenberg? Although I consider the two of almost equal importance, I have ranked Ts'ai Lun slightly higher for the following reasons: (1) Paper has many other applications besides its use as a writing material. In fact, it is an amazingly versatile material, and a large percentage of the paper currently produced is used for purposes other than printing. (2) Ts'ai Lun preceded Gutenberg, and it is altogether possible that Gutenberg would not have invented printing had paper not already existed. (3) If only one of the two had ever been invented, I suspect that more books would be produced by the combination of block printing (which was known long before Gutenberg) and paper than by the combination of movable type and parchment.

Is it appropriate to include both Gutenberg and Ts'ai Lun among the ten most influential people who ever lived? In order to realize the full importance of the inventions of paper and printing, it is necessary to consider the relative cultural development of China and the West. Prior to the second century, Chinese civilization was consistently less advanced than Western civilization. During the first millenium, China's accomplishments exceeded those of the West, and for a period of seven or eight centuries, Chinese civilization was by most standards the most advanced on earth. After the fifteenth century, however, western Europe outstripped China. Various cultural explanations for these changes have been advanced, but most such theories seem to ignore what I believe is the simplest explanation.

It is true, of course, that agriculture and writing developed earlier in the Middle East than they did in China. That alone, however, would not explain why Chinese civilization so persistently lagged behind that of the West. The crucial factor, I believe, was that prior to Ts'ai Lun there was no convenient writing material available in China. In the Western world, papyrus was available, and although that material had its drawbacks, papyrus rolls were infinitely superior to books made of wood or bamboo. Lack of a suitable writing material was an overpowering obstacle to Chinese cultural progress. A Chinese scholar needed a wagon to carry around what we would consider a quite modest number of books. One can imagine the difficulty of trying to run a government administration on such a basis!

Ts'ai Lun's invention of paper, however, changed the situation entirely. With a suitable writing material available, Chinese civilization advanced rapidly, and within a few centuries, was able to catch up with the West. (Of course, political disunity in the West played a role, but that was far from being the whole story. In the fourth century, China was less united than the West, but nevertheless was developing rapidly in cultural matters.) During the succeeding centuries, while progress in the West was comparatively slow, the Chinese brought forth such major inventions as the compass, gunpowder, and block printing. Since paper was cheaper than parchment, and available in larger quantities, the tables were now turned.

After Western nations began using paper, they were able to hold their own vis-à-vis China, and even succeeded in narrowing the cultural gap. The writings of Marco Polo, however, confirm the fact that even in the thirteenth century, China was far more prosperous than Europe.

Why, then, did China eventually fall behind the West? Various complex cultural explanations have been offered, but perhaps a simple technological one will serve. In fifteenth-century Europe, a genius named Johann Gutenberg developed a technique for the mass production of books. Thereafter, European culture advanced rapidly. As China had no Gutenberg, the Chinese stayed with block printing, and their culture progressed relatively slowly.

If one accepts the foregoing analysis, one is forced to the conclusion that Ts'ai Lun and Johann Gutenberg are two of the central figures in human history. Indeed, Ts'ai Lun stands out well above most other inventors for another reason. Most inventions are a product of their times, and would have come about even if the person who actually invented them had never lived. But such is clearly *not* the case with regard to paper. Europeans did not start to manufacture it until a thousand years after Ts'ai Lun, and then only because they had learned the process from the Arabs. For that matter, even after they had seen paper of Chinese manufacture, other Asian peoples were never able to discover how to manufacture it by themselves. Clearly, the invention of a method of manufacturing true paper was sufficiently difficult that it was not bound to occur in any moderately advanced culture, but rather required the explicit contribution of some very gifted individual. Ts'ai Lun was such an individual, and the method of papermaking that he employed is (aside from mechanization, introduced about 1800 A.D.) basically the same technique that has been used ever since.

These are the reasons I think it appropriate to place both Gutenberg and Ts'ai Lun among the first ten persons in this book, with Ts'ai Lun ahead of Gutenberg.

Cut bamboo is washed and steeped in a water pit to prepare material for making paper.

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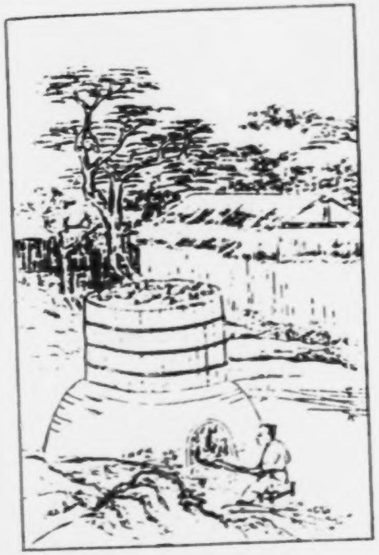
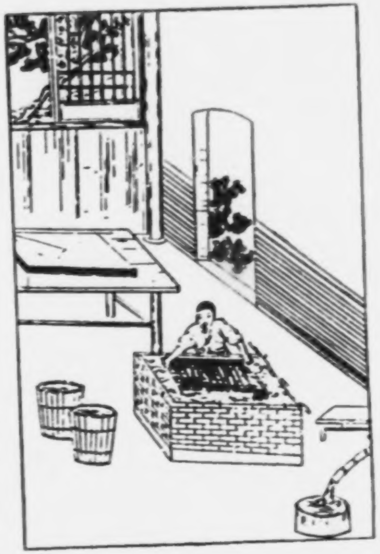
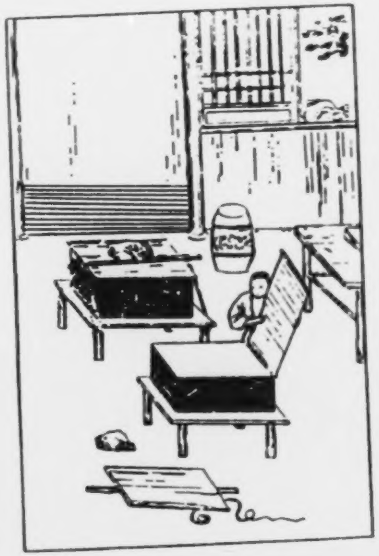


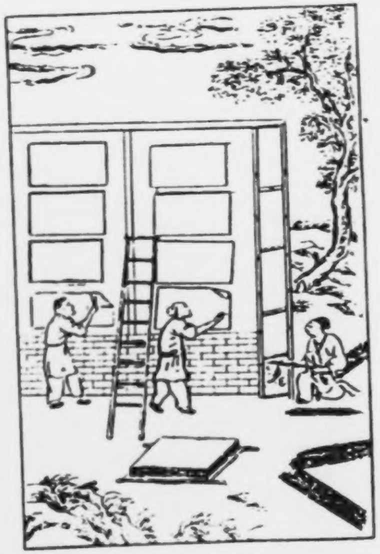
Digesting the bamboo pulp.



Making a sheet of paper.



Pressing the sheets of paper.



Drying the sheets of paper.

Fulbright 1994/Diedrich (communication-science)

Name:________________
Date:________________
Class:________________

Biography of Ts'ai Lun-The Inventor of Paper

1. Who was Ts'ai Lun?

2. Why is Ts'ai Lun unknown in the West?

3. Who did Ts'ai Lun present samples of paper too? When?

4. What happened to Ts'ai Lun as a result of his inventing paper?

5. How and why did Ts'ai Lun die?

6. When did paper become commonly used in China?

7. Who brought paper to the West? When?

8. Where did the Europeans learn to make paper?

9. What was used to make books in China before paper?

10. What was used to make books in Europe before paper?

11. Who used papyrus?

12. What three reasons does the author give for ranking Ts'ai Lun higher than Johann Gutenberg(The inventor of the printing press)?

13. Why does the author believe China was less developed than the West before the invention of paper?

14. Name the three inventions did the Chinese develop shortly after the invention of paper.

15. Using the diagrams on the last page describe the process of making paper in a paragraph.

Fulbright 1994/Diedrich (Religion)

Dear Marco;

Well I hope you have enjoyed my other letters. China and the world sure have changed since you were traveling. China has a deep connection to the philosophers of the past as well as a growth in the other major world religions.

The Pope is pleased as you would be by the growth of the Catholic Church in China. In Beijing(Peking), the capital of China, there is a very large Catholic Church. It is called the Xuan Wu Church, it was first built in what I would classify as a colonial style. After your adventures, an Italian sailor by the name of Christopher Columbus wanted to bring the Catholic religion to Asia as well as open the spice, silk and jewel trade in Asia. He sailed from Europe around the world and found the Americas. In the Americas the Catholic religion was forced onto the indigenous people and many of the churches in the Americas look very much like the Xuan Wu Church.

Another religion you are familiar with is Islam. China has a significant Muslim population known as the Wui. The history of the Wui can be traced back to the 7th Century AD. and the dynasty known as the Tang. At the end of the Silk Road a mosque was built. The city is known today as Xi'an. The mosque is very unique in that it appears to be a traditional Chinese pagoda or temple yet it has many characteristics of a traditional mosque such as the writing, holy rocks, a prayer hall facing toward Mecca, a copy of the Islamic holy book known as the Koran and the Wui people cover their heads out of respect for their god Allah.

Buddhism has also played an important role in the development of Chinese culture. I'm sure you had experienced this in your travels in China. Buddha was the founder of this philosophy, he lived in India. In Xi'an, the city at the end of the Silk Road is the Big White Goose Pagoda known in Chinese as the Da Yan Pagoda. A Chinese Buddhist monk by the name of Xuan Zang visited India to gather the sutras or sacred texts of Buddhism. When he gathered all the sutras he spent the rest of his life translating them into Chinese. This story is told in the famous book, Journey to the West .

A branch of Buddhism has grown in Tibet. Tibetan Buddhism is based on the concept of a Dalai Lama who is a living man who is considered to be a god. The Dalai Lama is the re-incarnation of a living god. In Beijing there is a Lama Temple with a huge Buddha.

During the 8th Century another form of Buddhism arose known as Zen Buddhism. It is a meditative form of Buddhism that allows for a greater personal responsibility in religious life. Guanyin, known as Chinese Bodisattva of Compassion who was the rescuer of anyone threatened by murder, fire or a shipwreck. Representations of Guanyin are everywhere in China.

During your visit to China the ideals of Confucius were growing tremendous. The basic beliefs of Confucius are based on the moral personal responsibility for the people as well as the rulers. The Confucian Code has six basic tenants:

1. The ideals of Confucius are a philosophy of superior and inferior relationships.
2. Each person has a role to play in the world.
3. If everyone performs their role in society there will be order.
4. Personal self-esteem or "saving face" is the basis of obligation toward society and relationships.
5. People can achieve perfection through moral education.
6. The proper ruler remains in power only through being a moral servant of the people.

The two most important virtues are Jen and Li. Jen is the love and concern for others, similar to the Golden Rule in Christianity. Li deals with having the proper manners, following the rituals and customs and proper etiquette. These two virtues apply to the individual as well as the government. Personal obligation and responsibility are the fundamental beliefs of the Chinese. This personal obligation is the basis of a stable society.

Another philosophy that arose during the 10th Century was Taoism. It was very popular among common people. It is translated as "The Path" or "The Way." Lao Tzu was the old master of this religion. The basis of this philosophy is "action and inaction" known as Yin and Yang.

Yin is the place where there is no sunshine. Female, earth and dark.

Yang is the place where there is sunshine. Male, sky and light. Everything is in a constant state of creation and destruction, life is a cycle of events. You must accept this and attempt to keep it in balance.

Take care!

Your Friend From the Future!

4 BUDDHA 563 B.C. - 483 B.C.

Gautama Buddha, whose original name was Prince Siddhartha, was the founder of Buddhism, one of the world's great religions. Siddhartha was the son of a king ruling in Kapilavastu, a city in northeast India, near the borders of Nepal. Siddhartha himself (of the clan of Gautama and the tribe of Sakya) was purportedly born in 563 B.C., in Lumbini, within the present borders of Nepal. He was married at sixteen to a cousin of the same age. Brought up in the luxurious royal palace, Prince Siddhartha did not want for material comforts. Nevertheless, he was profoundly dissatisfied. He observed that most human beings were poor and continually suffered from want. Even those who were wealthy were frequently frustrated and unhappy, and all men were subject to disease and ultimately succumbed to death. Surely, Siddhartha thought, there must be more to life than transitory pleasures, which were all too soon obliterated by suffering and death.

When he was twenty-nine, just after the birth of his first son, Gautama decided that he must abandon the life he was living and devote himself wholeheartedly to the search for truth. He departed from the palace, leaving behind his wife, his infant son, and all his worldly possessions, and became a penniless wanderer. For a while he studied with some of the famed holy men of the day, but after mastering their teachings, he found their solutions to the problems of the human situation unsatisfactory. It was widely believed that extreme asceticism was the pathway to true wisdom. Gautama therefore attempted to become an ascetic, for several years engaging in extreme fasts and self-mortification. Eventually, however, he realized that tormenting his body only clouded his brain, without leading him any closer to true wisdom. He therefore resumed eating normally, and abandoned asceticism.

In solitude, he grappled with the problems of human existence. Finally, one evening, as he sat beneath a giant fig tree, all the pieces of the puzzle seemed to fall into place. Siddhartha spent the whole night in deep reflection, and when the morning came, he was convinced that he had found the solution and that he was now a Buddha, an "enlightened one."

At this time, he was thirty-five years old. For the remaining forty-five years of his life, he traveled throughout northern India, preaching his new philosophy to all who were willing to listen. By the time he died, in 483 B.C., he had made thousands of converts. Though his words had not been written down, his disciples had memorized many of his teachings, and they were passed to succeeding generations by word of mouth.

The principal teachings of the Buddha can be summarized in what Buddhists call the "Four Noble Truths": first, that human life is intrinsically unhappy; second, that the cause of this unhappiness is human selfishness and desire; third, that individual selfishness and desire can be brought to an end—the resulting state, when all desires and cravings have been

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eliminated, is termed *nirvana* (literally "blowing out" or "extinction"); fourth, that the method of escape from selfishness and desire is what is called the "Eightfold Path": right views, right thought, right speech, right action, right livelihood, right effort, right mindfulness, and right meditation. It might be added that Buddhism is open to all, regardless of race, and that (unlike Hinduism) it recognizes no distinctions of caste.

For some time after Gautama's death the new religion spread slowly. In the third century B.C., the great Indian emperor Asoka became converted to Buddhism. His support brought about the rapid expansion of Buddhist influence and teachings in India and the spread of Buddhism to neighboring countries. Buddhism spread south into Ceylon, and eastward into Burma. From there it spread into all of southeast Asia, and down into Malaya, and into what is now Indonesia. Buddhism also spread north, directly into Tibet, and to the northwest, into Afghanistan and Central Asia. It spread into China, where it won a large following, and from there into Korea and Japan.

Within India itself, the new faith started to decline after about 500, and almost vanished after about 1200. In China and Japan, on the other hand, Buddhism remained a major religion. In Tibet and in southeast Asia, it has been the principal religion for many centuries.

Buddha's teachings were not written down until several centuries after his death, and, understandably, his movement has split into various sects. The two principal divisions of Buddhism are the Theravada branch, dominant in southern Asia, and considered by most Western scholars as the one closer to the Buddha's original teachings, and the Mahayana branch, dominant in Tibet, China, and northern Asia generally.

Buddha, as the founder of one of the world's major religions, clearly deserved a place near the head of this list. Since there are only about 200 million Buddhists in the world, compared with over 500 million Moslems and about one billion Christians, it would seem evident that Buddha has influenced fewer people than either Muhammad or Jesus. However, the difference in numbers can be misleading. One reason that Buddhism died out in India is that Hinduism absorbed many of its ideas and principles. In China, too, large numbers of persons who do not call themselves Buddhists have been strongly influenced by Buddhist philosophy.

The belfry of a Japanese Buddhist Temple.

Buddhism, far more than Christianity or Islam, has a very strong pacifist element. The orientation toward nonviolence has played a significant role in the political history of Buddhist countries.

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It has often been said that if Christ were to return to earth, he would be shocked at many of the things which have been done in his name, and horrified at the bloody fights between different sects of persons who call themselves his followers. Buddha, too, would doubtless be amazed at many of the doctrines that have been presented as Buddhist. But while there are many sects of Buddhism, and large differences between those sects, there is nothing in Buddhist history that remotely compares with the bloody religious wars that took place in Christian Europe. In this respect, at least, Buddha's teachings seem to have had far greater influence on his followers than Christ's teachings had on his.

Buddha and Confucius have had an approximately equal influence upon the world. Both lived at about the same time, and the number of their adherents has not been too different. I have chosen to place Buddha before Confucius for two reasons: first, the advent of Communism in China seems to have greatly diminished Confucian influence, and it appears likely that in the future Buddhism will be of greater importance than Confucianism; and second, the failure of Confucianism to spread widely outside of China indicates how closely the ideas of Confucius were grounded in pre-existing Chinese attitudes. Buddhist teachings, on the other hand, are in no sense a restatement of previous Indian philosophy, and Buddhism has spread far beyond the boundaries of India due to the originality of Gautama Buddha's concept, and the wide appeal of his philosophy.

"Buddha's Return from Heaven,"
by Nanda Lal Bose.

Fulbright 1994/Diedrich (Religion)

Name:________________
Date:________________
Class:________________

Buddha Biography

1. When did Buddha live?

2. What was Buddha's original name?

3. Where was Buddha born?

4. What did Prince Siddhartha observe as a teenager?

5. When did Prince Siddhartha decide to abandon his life as a prince? Why?

6. To what was he going to devote his life?

7. Define asceticism.

8. Why did Buddha abandon asceticism?

9. When did he become Buddha?

10. Where did Buddha preach?

11. What are the "Four Noble Truths?"

12. What is "nirvana?"

13. List the eight parts of the Eight fold Path.

14. Who was Asoka?

15. Why was Asoka important to Buddhism?

16. What is Theravada Buddhism?

17. What is Mahayana Buddhism?

18. According to the author what does Buddhism have that Christianity and Islam do not?

19. What two reasons did the author have for choosing Buddha before Confucius?

5

CONFUCIUS

551 B.C. - 479 B.C.

The great Chinese philosopher Confucius was the first man to develop a system of beliefs synthesizing the basic ideas of the Chinese people. His philosophy, based on personal morality and on the concept of a government that served its people and ruled by moral example, permeated Chinese life and culture for well over two thousand years, and has greatly influenced a substantial portion of the world's population.

Confucius was born about 551 B.C., in the small state of Lu, which is in the present province of Shantung, in northeastern China. His father died when he was quite young, and Confucius and his mother lived in poverty. As a young man, the future philosopher served as a minor government official, but after several years he resigned his post. He spent the next sixteen years teaching, attracting a considerable number of disciples to his philosophy. When he was about fifty years old, he was awarded a high position in the government of Lu; however, after about four years, enemies at court brought about his dismissal, and, indeed, his exile from the state. He spent the next thirteen years as an itinerant teacher, and then returned to his home state for the last five years of his life. He died in 479 B.C.

Confucius is often credited as the founder of a religion, but this description is inaccurate. He very rarely referred to the Deity, refused to discuss the afterlife, and avoided all forms of metaphysical speculation. He was basically a secular philosopher, interested in personal and political morality and conduct.

The two most important virtues, according to Confucius, are *jen* and *li*, and the superior man guides his conduct by them. *Jen* has sometimes been translated as "love," but it might better be defined as "benevolent concern for one's fellow men." *Li* describes a combination of manners, ritual, custom, etiquette, and propriety.

Ancestor worship, the basic Chinese religion even before Confucius, was reinforced by the strong emphasis that he placed on family loyalty and respect for one's parents. Confucius also taught that respect and obedience were owed by wives to their husbands and by subjects to their rulers. But the Chinese sage did not approve of tyranny. He believed that the state exists for the benefit of the people, not vice versa, and he repeatedly stressed that a ruler should govern primarily by moral example rather than by force. Another of his tenets was a slight variant of the Golden Rule: "What you do not want done to yourself, do not do to others."

Confucius's basic outlook was highly conservative. He believed that the Golden Age was in the past, and he urged both rulers and people to return to the good old moral standards. In fact, however, the Confucian ideal of government by moral example had *not* been the prevailing practice in earlier times, and Confucius was therefore a more innovative reformer than he claimed to be.

Confucius lived during the Chou dynasty, a period of great intellectual ferment in China. Contemporary rulers did not accept his program, but after his death his ideas spread widely throughout his country. However, with the advent of the Ch'in dynasty, in 221 B.C., Confucianism fell upon evil days. The first emperor of the Ch'in dynasty, Shih Huang Ti, was determined to eradicate Confucius's influence, and to make a clean break with the past. He ordered the suppression of Confucian teachings and the burning of all Confucian books. This attempt at suppression was unsuccessful, and when the Ch'in dynasty came to a close a few years later, Confucian scholars were again free to teach their doctrine. During the succeeding dynasty, the Han (206 B.C.-220 A.D.), Confucianism became established as the official Chinese state philosophy.

The legendary meeting of Confucius (left) with Lao-Tzu.

Starting with the Han dynasty, Chinese emperors gradually developed the practice of selecting government officials by means of civil service examinations. In the course of time these examinations came to be based to a large extent on a knowledge of the Confucian classics. Since entry into the government bureaucracy was the main route to financial success and social prestige in the Chinese empire, the civil service examinations were extremely competitive. Consequently, for generations a large number of the most intelligent and ambitious young men in China devoted many years to intensive study of the Confucian classics, and, for many centuries the entire civil administration of China was composed of persons whose basic outlook had been permeated by the Confucian philosophy. This system endured in China (with some interruptions) for roughly two thousand years, from about 100 B.C. to about 1900 A.D.

But Confucianism was not merely the official philosophy of the Chinese administration. Confucian ideals were accepted by the majority of the Chinese people, and for over two thousand years deeply influenced their life and thought.

There are several reasons for Confucius's enormous appeal to the Chinese. First, his personal sincerity and integrity were beyond question. Second, he was a moderate and practical person, and did not demand of men what they could not achieve. If he asked them to be honorable, he did not expect them to be saintly. In this regard as in others, he reflected the practical temperament of the Chinese people. And this perhaps, was the key to the immense success that his ideas achieved in China. Confucius was not asking the Chinese to change their basic beliefs. Rather, he was restating, in a clear and impressive form, their basic traditional ideals. Perhaps no philosopher in history has been so closely in touch with the fundamental views of his countrymen as Confucius.

Confucianism, which stresses the *obligations* of individuals rather than their rights, may seem rather stodgy and unappealing by current Western standard. As a philosophy of government, though, it proved remarkably effective in practice. Judged on the basis of its ability to maintain internal peace and prosperity, China, for a period of two thousand years, was on the average the best-governed region on earth.

The ideals of Confucius, closely grounded as they are in Chinese culture, have not been widely influential outside East Asia. They have, however, had a major impact in Korea and Japan, both of which have been greatly influenced by Chinese culture.

At the present time, Confucianism is in very low estate in China. The Chinese Communists, in an effort to break completely with the past, have vigorously attacked Confucius and his doctrines, and it is possible that the period of Confucius's influence upon history has drawn to a close. In the past, however, Confucius's ideas proved remarkably deep-rooted within China, and we should not be surprised if fifty to a hundred years from now, some Chinese philosopher successfully synthesizes the ideas of Confucius and of Mao Tse-tung.

Fulbright 1994/Diedrich (Religion)

Name:__________________
Date:__________________
Class:__________________

Confucius Worksheet

1. When did Confucius live?

2. According to the author what did Confucius do for the Chinese people?

3. List the two major philosophies presented by Confucius.

4. Where was Confucius born?

5. What did Confucius do prior to teaching?

6. Why is it wrong to state that Confucius founded a religion?

7. What are the two most important virtues of Confucius?

8. Define the two virtues above.

9. Why was ancestor worship reinforced under Confucian philosophy?

10. Explain why Confucius is considered to be highly conservative.

11. What happened to the ideals of Confucianism during the Ch'in Dynasty?

12. What did Shih Huang Ti do for Confucianism?

13. List the two reasons for Confucius' appeal to the Chinese people.

MR. DIEDRICH

NAME:________________
DATE:________________
HOUR:________________

ANALECTS OF CONFUCIUS WORKSHEET

EXPLAIN WHAT EACH PROVERB TELLS US, IN COMPLETE SENTENCES. THEN LIST WHICH OF THE 12 CULTURAL CHARACTERICS THE PROVERB IS TALKING ABOUT IN THE BLANK PROVIDED.(FOOD, FAMILY, CLOTHING, EDUCATION, COMMUNICATION, TRANSPORTATION, ARTS, SHELTER, GOVERNMENT, RELIGION, ECONOMICS, OR RECREATION.)

1. ________________"The Master said, To learn and at due times to repeat what one has learnt, is that not after all a pleasure?"

2. ________________" Master Tseng said, Everyday I examine myself on these three points: in acting on behalf of others, have I always been loyal to their interests? In intercourse with my friends, have I always been true to my word? Have I failed to repeat the precepts that have been handed down to me?"

3.________________"The Master said, A young man's duty is to behave well to his parents at home and to his elders abroad, to be cautious in giving promises and punctual in keeping them, to have kindly feelings towards everyone, but seek the intimacy of the Good. If, when all that is done, he has energy to spare, then let him study the polite arts." (learn to recite Songs archery, ect.)

4.________________" The Master said, A gentleman who never goes on eating till he is sated (full of food), who does not demand comfort in his home, who is diligent in business and cautious in speech, who associates with those that posses the Way and thereby corrects his own faults - such a one may indeed be said to have taste for learning."

5.________________"The Master said, If out of the three hundred Songs I had to take one phrase to cover all my teaching, I would say, Let there be no evil in your thoughts."

6.________________"The Master said, He who learns but does not think is lost. He who thinks but does not learn is in great danger."

7.________________"The Master said, He who by reanimating (warming up) the Old can gain knowledge of the New is fit to be a teacher."

8.________________"The Master said, Only one who bursts with eagerness do I instruct; only one who bubbles with excitement, do I enlighten. If I hold up one corner and a man cannot come back to me with the other three, I do not continue the lesson."

9.________________" Tzu-lu asked about government. The Master said, Lead them; encourage them! Tzu-lu asked for a further maxim. The Master said, Untiringly."

10.________________" The Master said, In serving one's prince one should be
Intent upon the task,
Not bent upon the pay."

75

LAO TZU

fl. 4th *c.* B.C.

Of the many thousands of books which have been written in China, the one which has perhaps been the most frequently translated and read outside that country is a slender volume written over two thousand years ago and known as the *Lao Tzu*, or the *Tao Te Ching*. The *Tao Te Ching (Classic of the Way and its Power)* is the central text in which the philosophy of Taoism is expounded.

It is a subtle book, written in an extraordinary cryptic style and capable of many interpretations. The central idea concerns the *Tao*, which is usually translated "the Way" or "the Road." But the concept is somewhat obscure, since the *Tao Te Ching* itself begins by saying: "The *Tao* which can be told is not the eternal *Tao*; the name which can be named is not the eternal name." Nevertheless, we might say that *Tao* means roughly "Nature" or "the Natural Order."

Taoism takes the view that the individual should not struggle against the *Tao*, but should submit to it and work with it. Actively seeking to gain or exercise power is not so much immoral as it is foolish and futile. The *Tao* cannot be defeated; one should instead try to live in conformity with it. (A Taoist might point

out that water, which is infinitely soft, which flows without protest into the lowest places, and which responds to even the weakest force without resistance, is nevertheless indestructible, whereas the hardest rocks are worn away in time.)

For an individual human being, simplicity and naturalness are usually advisable. Violence should be avoided, as should all striving for money or prestige. One should not seek to reform the world, but rather to respect it. For governments, also, a somewhat inactive policy is usually the wisest course. There are too many statutes already. Passing more laws, or harshly enforcing the old ones, usually makes matters worse. High taxes, ambitious government programs, and making war are all contrary to the spirit of the Taoist philosophy.

According to Chinese tradition, the author of the *Tao Te Ching* was a man called Lao Tzu, who is said to have been an older contemporary of Confucius. But Confucius lived in the sixth century B.C., and both because of its style and its content, few modern scholars believe that the *Tao Te Ching* was written at such an early date. There is considerable dispute as to the book's actual date of composition. (The *Tao Te Ching* itself never mentions a specific person, place, date, or historical event.) However, 320 B.C. is a good estimate—certainly within eighty years of the true date, and probably much closer.

This problem has led to a great deal of dispute concerning the dates—and even the existence—of Lao Tzu himself. Some authorities believe the tradition that Lao Tzu lived in the sixth century B.C, and have therefore concluded that he did not write the *Tao Te Ching*. Other scholars have suggested that he is merely a legendary figure. My viewpoint, accepted only by a minority of scholars, is that: (1) Lao Tzu was a real person, and the author of the *Tao Te Ching*; (2) He lived in the *fourth* century B.C.; and (3) The story that Lao Tzu was an older contemporary of Confucius is fictitious, and was fabricated by later Taoist philosophers in order to lend prestige to the man and his book.

It is worth noting that of the early Chinese writers neither Confucius (551-479 B.C.), nor Mo Ti (fifth century B.C.), nor

Mencius (371-289 B.C.) makes any mention of either Lao Tzu or the *Tao Te Ching*; however, Chuang Tzu, an important Taoist philosopher who flourished about 300 B.C., mentions Lao Tzu repeatedly.

Since even the existence of Lao Tzu is in dispute, we should be skeptical of biographical details. But there are respectable sources for the following statements: Lao Tzu was born and lived in northern China. For part of his life he was an historian or

family sacrifices to the harvest moon.

curator of official archives, most probably at Loyang, the capital of the Chou dynasty monarchs. Lao Tzu was not his original name, but is rather an honorific title meaning roughly "old master." He was married and had a son named Tsung. Tsung later became a general in the state of Wei.

Although Taoism started as a basically secular philosophy, a religious movement eventually developed out of it. However, while Taoism as a philosophy continued to be based primarily on the ideas expressed in the *Tao Te Ching*, the Taoist religion soon became encrusted with an enormous number of superstitious beliefs and practices that have relatively little to do with the teachings of Lao Tzu.

Assuming that Lao Tzu actually was the author of the *Tao Te Ching*, his influence has been large indeed. The book is very short (less than six thousand characters in Chinese, and therefore small enough to fit on a single sheet of newspaper!), but it contains much food for thought. A whole series of Taoist philosophers have used the book as a starting point for their own ideas.

In the West, the *Tao Te Ching* has been far more popular than the writings of Confucius or of any Confucian philosopher. In fact, at least forty different English translations of the book have been published, a larger number than for any other book except the Bible.

In China itself, Confucianism has generally been the dominant philosophy, and where there is a clear conflict between the ideas of Lao Tzu and those of Confucius, most Chinese have followed the latter. Nevertheless, Lao Tzu has generally been highly respected by the Confucians. Furthermore, in many cases, Taoist ideas have simply been assimilated into Confucian philosophy, and have thereby influenced millions of persons who do not call themselves Taoists. Similarly, Taoism has had a marked influence on the Chinese development of Buddhist philosophy, and in particular on Zen Buddhism. Though few people today call themselves Taoists, there is no Chinese philosopher except Confucius who has had so widespread and enduring an impact on human thought as Lao Tzu.

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Fulbright 1994/Diedrich (Religion)

Name:________________
Date:________________
Class:________________

Lao Tzu Biography

1. What book did Lao Tzu write?

2. What is the "Tao?"

3. What view does Taoism take in regards to the individual?

4. Why should a person submit to the Tao?

5. What two things are advisable for individual human beings?

6. What two things are to be avoided?

7. Who was the author of the "Tao Te Ching?"

8. What are the author's three beliefs about the existence of Lao Tzu? Why?

9. Where was Lao Tzu born?

10. What does the name Lao Tzu mean?

11. How many Chinese characters were used to write the "Tao Te Ching?"

12. What is the only book in the United States to have a greater publication in the United States?

13. Explain the difference between Taoism and Confucianism in the eyes of the Chinese.

92

MENCIUS

c. 371 B.C.-
c. 289 B.C.

The Chinese philosopher Mencius was the most important successor to Confucius. His teachings, as set forth in the *Book of Mencius*, were highly esteemed in China for many centuries. He was often referred to as "the Second Sage," that is, second in wisdom only to Confucius himself, whom he followed by about two hundred years.

Mencius was born about 371 B.C., in the small state of Tsou, in what is now the Shantung province of China. The era in which he was born, the last stage of the Chou dynasty, is referred to by the Chinese as "the Period of the Warring States," since China was politically disunited at that time. Mencius, though he had been reared in the Confucian tradition and was always a strong supporter of Confucian theories and ideals, eventually became respected as a scholar and philosopher in his own right.

Mencius spent much of his adult life travelling about China and offering his advice to various rulers. Several rulers listened respectfully to him, and for a while he was an official in the state of Ch'i; but by and large, he held no permanent, policy-making government position. In 312 B.C., when he was about fifty-nine years old, he returned to his home state of Tsou, where he remained until his death. The year of his death is uncertain, but was probably 289 B.C.

Mencius made disciples during his own lifetime, but his influence upon China derives mainly from the *Book of Mencius*, in which his principal teachings are set forth. Although the book may have been subjected to some editing by his disciples, there seems little doubt that it basically represents Mencius's own ideas.

The tone of the *Book of Mencius* is idealistic and optimistic, reflecting Mencius's firm conviction that human nature is basically good. In many ways, his political ideas are very much like those of Confucius; in particular, Mencius firmly believed that a king should rule primarily by moral example rather than by force. Mencius, however, was much more of a "people's man" than Confucius was. "Heaven sees as the people see; heaven hears as the people hear," is one of his best-known statements.

Mencius stressed that the most important component of any state is the people, rather than their ruler. It is a ruler's duty to promote the welfare of his people; in particular, he should provide them with moral guidance and with suitable conditions for their livelihood. Among the governmental policies he advocated were: free trade; light taxes; conservation of natural resources; a more equal sharing of the wealth than generally prevailed; and government provision for the welfare of aged and disadvantaged persons. Mencius believed that a king's authority derives from Heaven; but a king who ignores the welfare of the people will lose the "mandate of Heaven," and will, rightly, be overthrown. Since the last part of that sentence effectively overrules the first part, Mencius was in fact asserting (long before John Locke,) that the people have a right to revolt against unjust rulers. It was an idea that became generally accepted in China.

Now generally speaking, through most of history, the sort of policies that Mencius advocated have been more popular with subjects than with their rulers. It is therefore hardly surprising that Mencius's proposals were not adopted by the Chinese rulers of his own day. In the course of time, however, his views became increasingly popular with Confucian scholars and with the Chinese people. Mencius's reputation, which was already high, became even greater in China following the rise of neo-Confucianism in the eleventh and twelfth centuries.

In the West, of course, Mencius has had virtually no influence whatsoever. This is only partly due to the fact that he wrote in Chinese. The *Tao Te Ching* by Lao Tzu, which was written in China at roughly the same time as the *Book of Mencius*, has been translated into European languages many times simply because so many people find the ideas expressed in that book intriguing. But relatively few Westerners have found the *Book of Mencius* particularly original or incisive.

It may sound attractive for the government to concern itself with the welfare of the aged and the disadvantaged; it also sounds attractive to be in favor of low taxes. However, an American politician who announced that he was in favor of those two policies, without being a lot more specific, would be likely to be mistrusted by liberals and conservatives alike. Similarly, Mencius indicates on the one hand that he favors a more equitable sharing of the wealth, and on the other hand indicates his approval of free trade and low taxes, without ever really coming to grips with the possible conflicts between those policies. This may sound a bit unfair to Mencius, who after all was not running for Congress. There is something to be said for a philosopher who presents a set of worthy (though partly inconsistent) general principles, even if he does not specifically indicate how the conflicts between those principles are to be resolved. Nevertheless, in the long run, a philosopher such as Machiavelli, who expressed his priorities more clearly than Mencius did, has had more influence upon human thought.

But Mencius's writings have certainly influenced the Chinese. Though his importance to Confucianism is not nearly as great as St. Paul's importance to Christianity (for one thing, Mencius lacked Paul's unusual proselytizing ability), he was unquestionably an immensely influential writer. For roughly twenty-two centuries, his ideas were studied throughout a region that included over 20 percent of the world's population. Only a few philosophers anywhere have had so great an influence.

Fulbright 1994/Diedrich (Religion)

Name:________________
Date:________________
Class:________________

Mencius Biography

1. Why is Mencius referred to as the "Second Sage?"

2. When did Mencius live?

3. Where was Mencius born?

4. What is the Book of Mencius?

5. According to Mencius what is human nature?

6. Why is Mencius considered more of a "people's man" than Confucius?

7. What is the most important component of any state? Why?

8. What is the mandate of heaven?

9. How can a ruler lose his mandate?

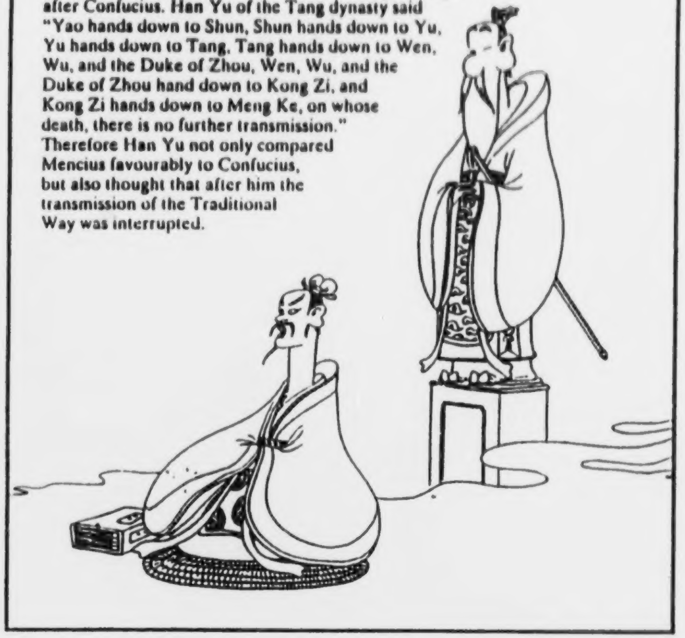
10. Why has Mencius had little effect in the West?

11. Why has a philosopher like Machiavelli had greater influence on human thought than Mencius?

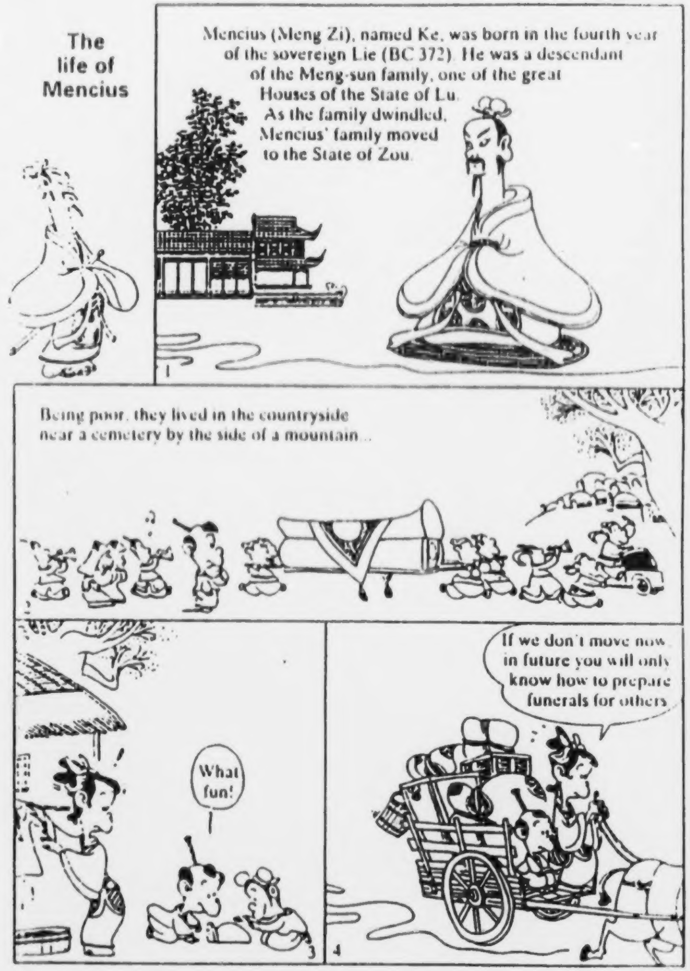
Mencius

Mencius (Meng Zi) inherited the thought and tradition of Confucius (Kong Zi). Having completed his studies under the disciples of Zi Si (Confucius' grandson), he toured the country and sought to offer advice to various princes; however, since his persuasions were not taken seriously by them, he retired from public life with his disciple Wan Zhang to write a preface to the *Odes* and the *Book of History*, to elaborate the views of Confucius, and to compile *The Works of Mencius* in seven books.

Later generations honoured Mencius as the great sage after Confucius. Han Yu of the Tang dynasty said "Yao hands down to Shun, Shun hands down to Yu, Yu hands down to Tang, Tang hands down to Wen, Wu, and the Duke of Zhou, Wen, Wu, and the Duke of Zhou hand down to Kong Zi, and Kong Zi hands down to Meng Ke, on whose death, there is no further transmission." Therefore Han Yu not only compared Mencius favourably to Confucius, but also thought that after him the transmission of the Traditional Way was interrupted.



The life of Mencius


Mencius (Meng Zi), named Ke, was born in the fourth year of the sovereign Lie (BC 372). He was a descendant of the Meng-sun family, one of the great Houses of the State of Lu. As the family dwindled, Mencius' family moved to the State of Zou.
1
Being poor, they lived in the countryside near a cemetery by the side of a mountain...
What fun!
3
If we don't move now, in future you will only know how to prepare funerals for others
4

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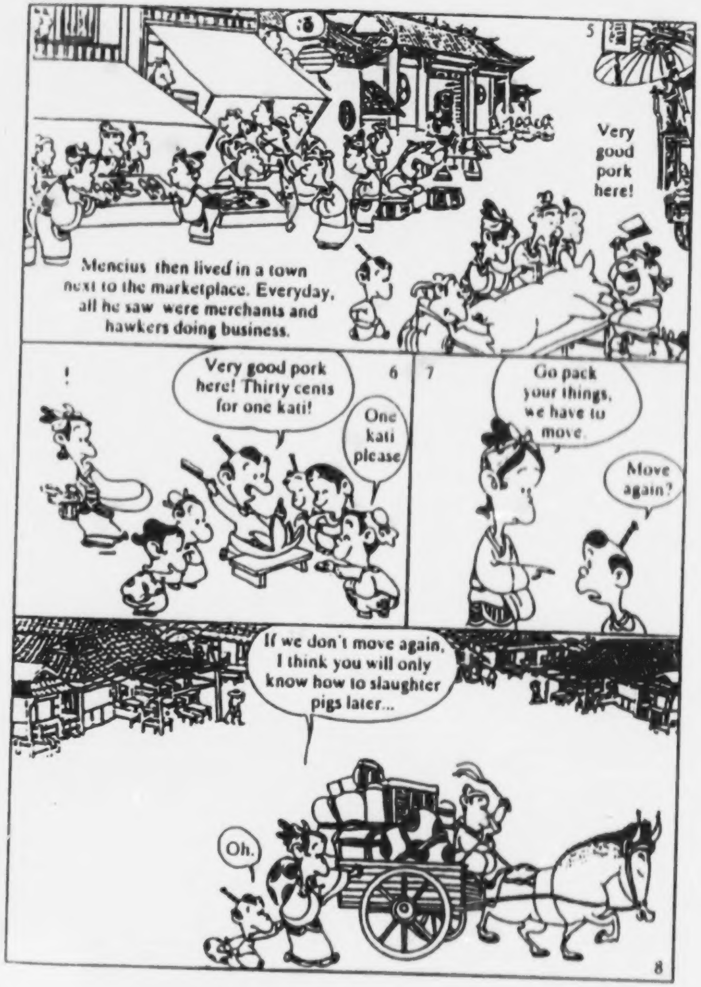
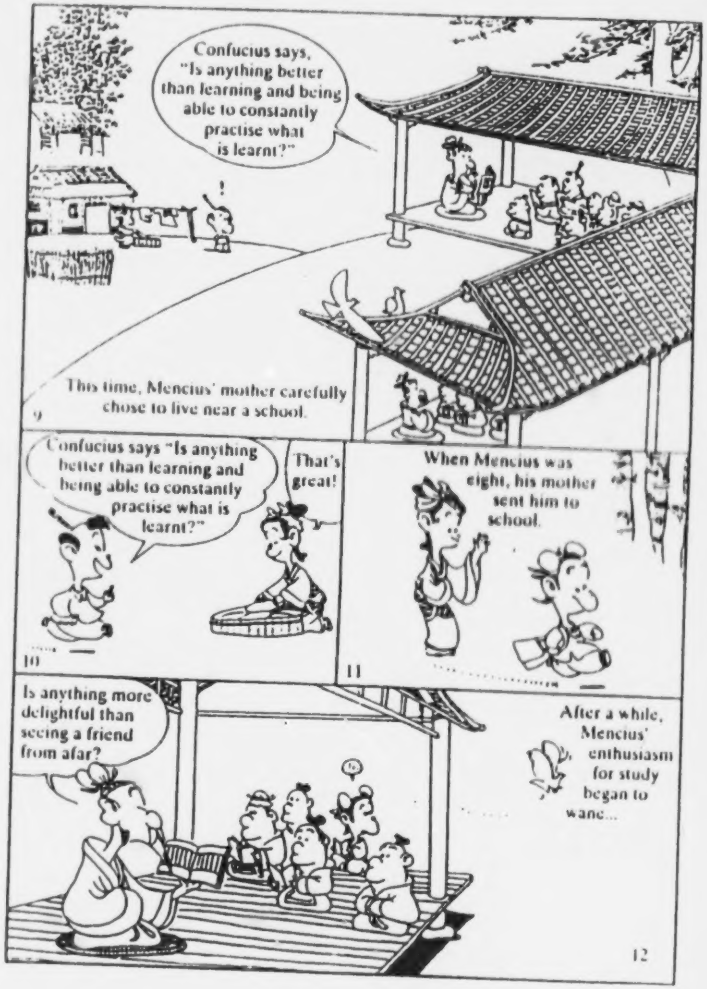

5
Very good pork here!
Mencius then lived in a town next to the marketplace. Everyday, all he saw were merchants and hawkers doing business.
6
!
Very good pork here! Thirty cents for one kati!
One kati please
7
Go pack your things, we have to move.
Move again?
If we don't move again, I think you will only know how to slaughter pigs later...
Oh.
8


Confucius says, "Is anything better than learning and being able to constantly practise what is learnt?"
!
This time, Mencius' mother carefully chose to live near a school.
9
Confucius says "Is anything better than learning and being able to constantly practise what is learnt?"
That's great!
10
When Mencius was eight, his mother sent him to school.
11
Is anything more delightful than seeing a friend from afar?
After a while, Mencius' enthusiasm for study began to wane...
12

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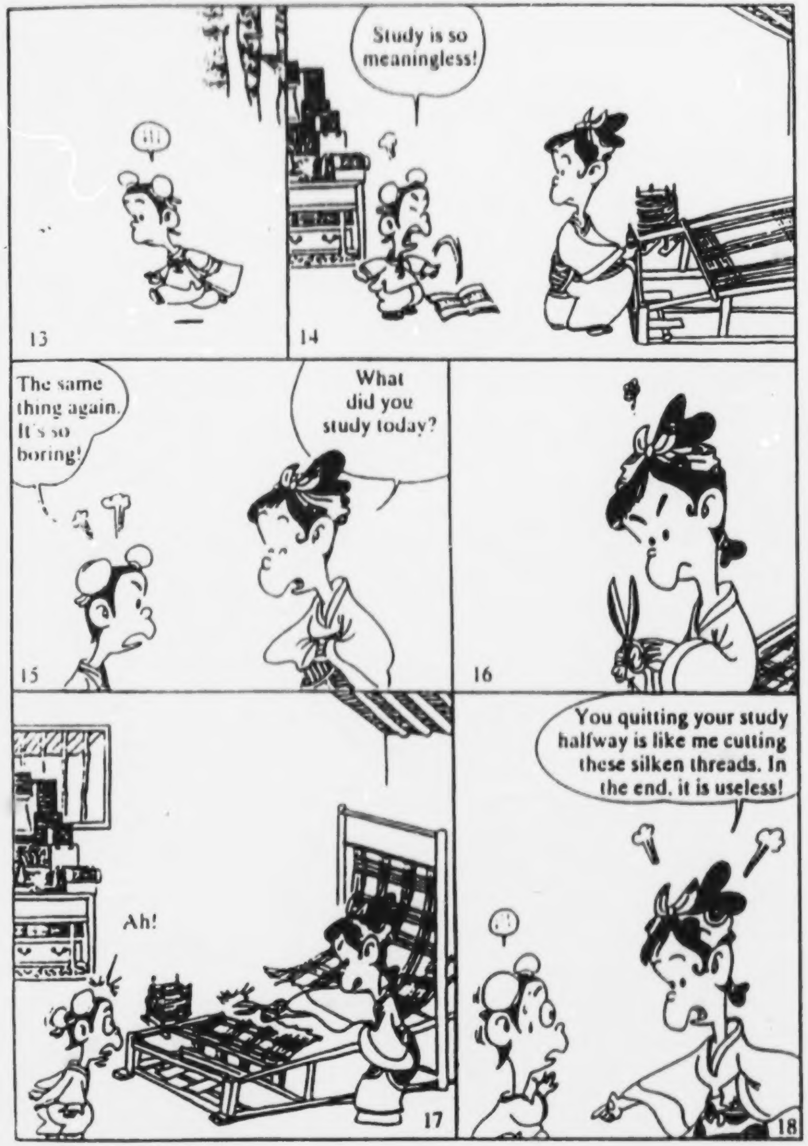
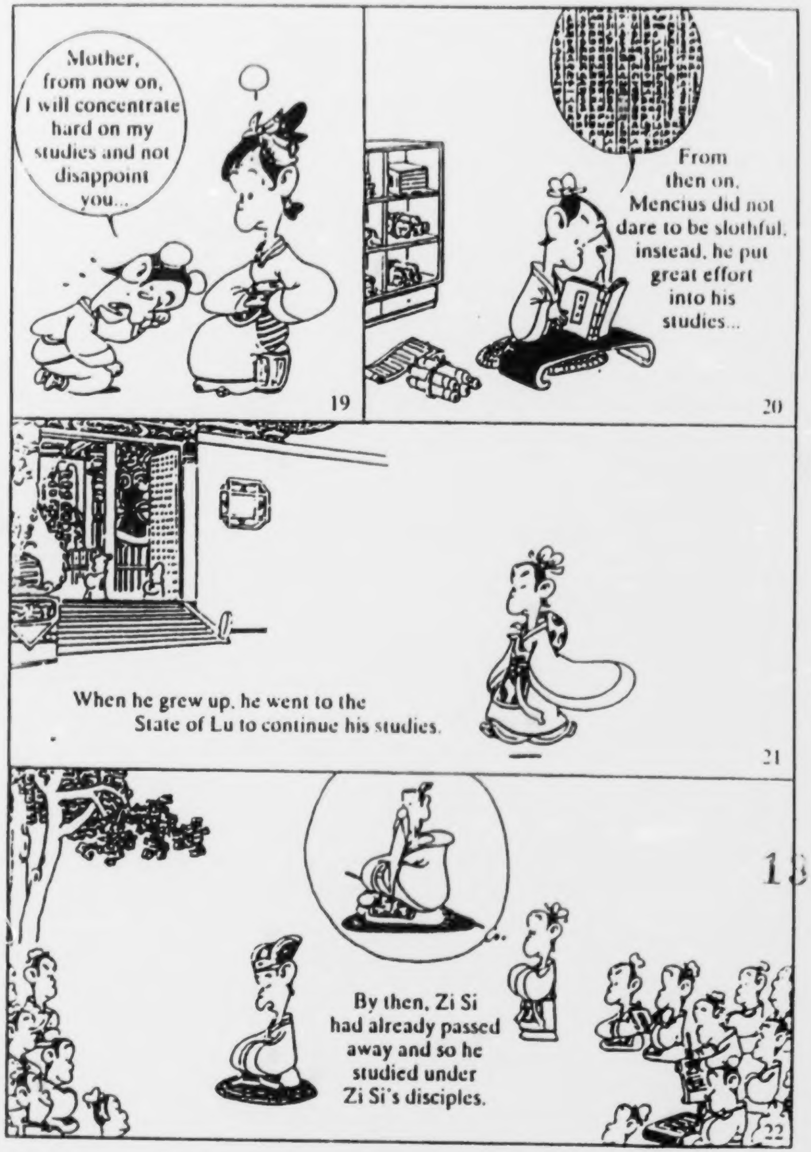
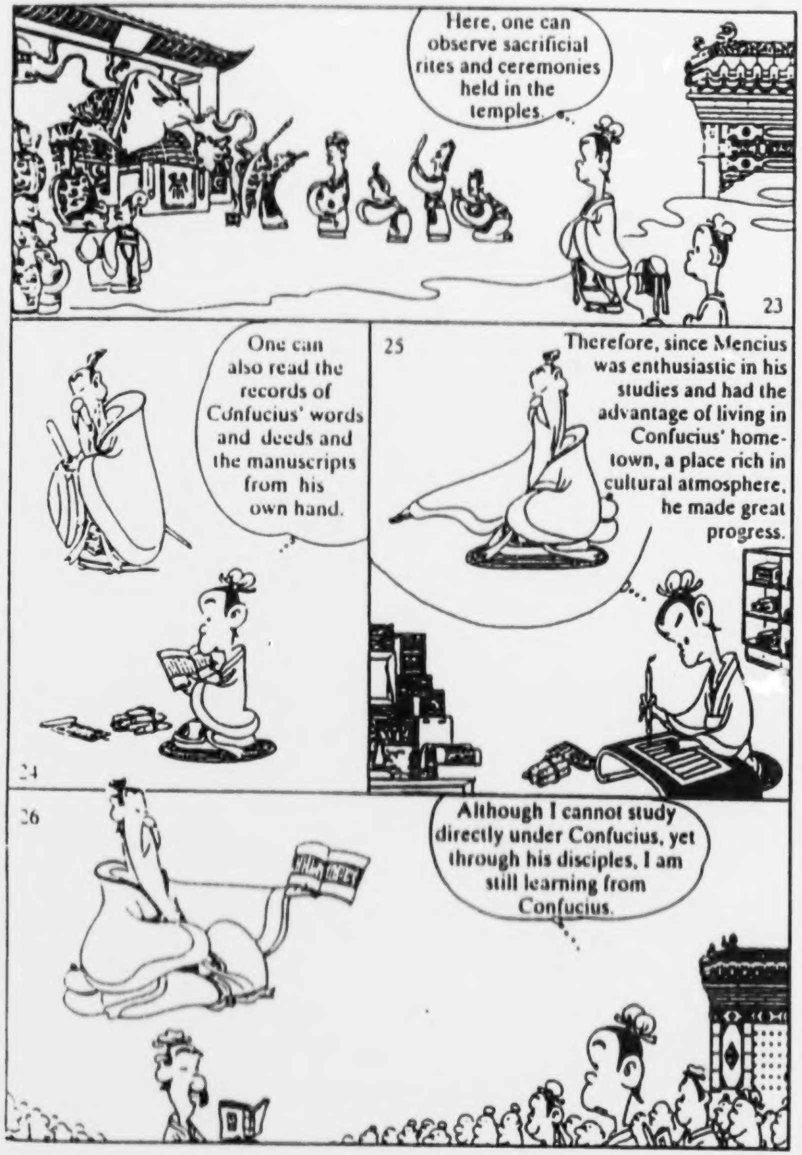
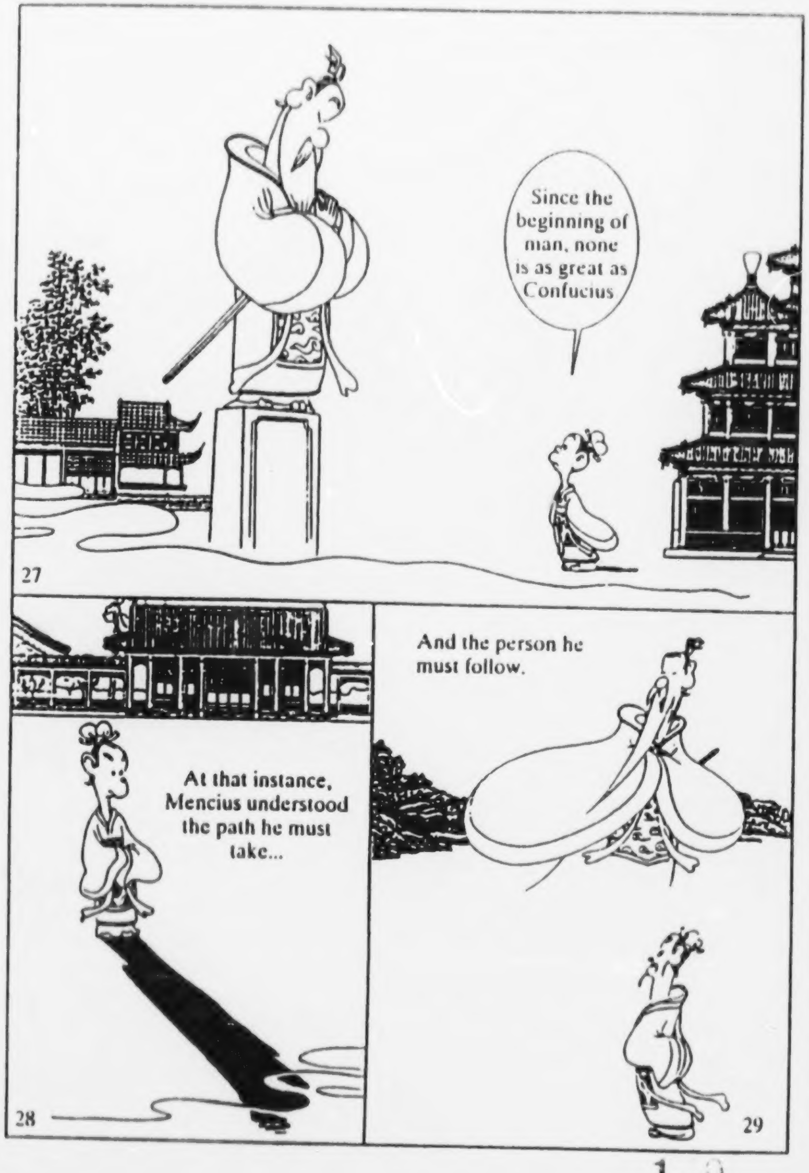
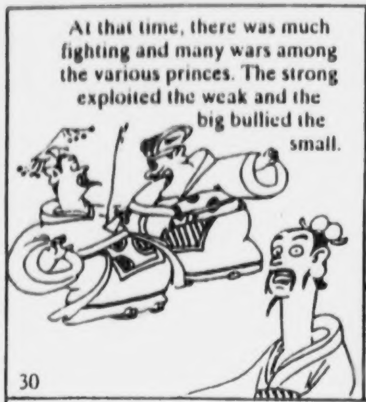

13
Study is so meaningless!
14
The same thing again. It's so boring!
What did you study today?
15
16
Ah!
17
You quitting your study halfway is like me cutting these silken threads. In the end, it is useless!
18

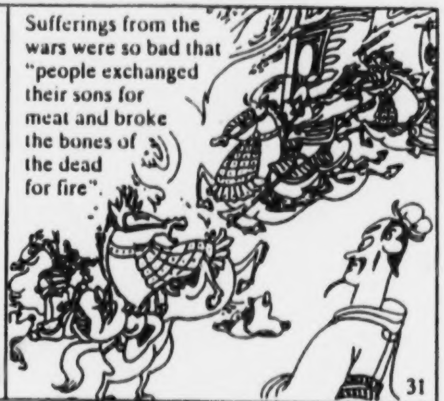

Mother, from now on, I will concentrate hard on my studies and not disappoint you...
19
From then on, Mencius did not dare to be slothful, instead, he put great effort into his studies...
20
When he grew up, he went to the State of Lu to continue his studies.
21
By then, Zi Si had already passed away and so he studied under Zi Si's disciples.
22


Here, one can observe sacrificial rites and ceremonies held in the temples.
23
One can also read the records of Confucius' words and deeds and the manuscripts from his own hand.
24
25
Therefore, since Mencius was enthusiastic in his studies and had the advantage of living in Confucius' hometown, a place rich in cultural atmosphere, he made great progress.
26
Although I cannot study directly under Confucius, yet through his disciples, I am still learning from Confucius.


Since the beginning of man, none is as great as Confucius
27
At that instance, Mencius understood the path he must take...
28
And the person he must follow.
29


At that time, there was much fighting and many wars among the various princes. The strong exploited the weak and the big bullied the small.

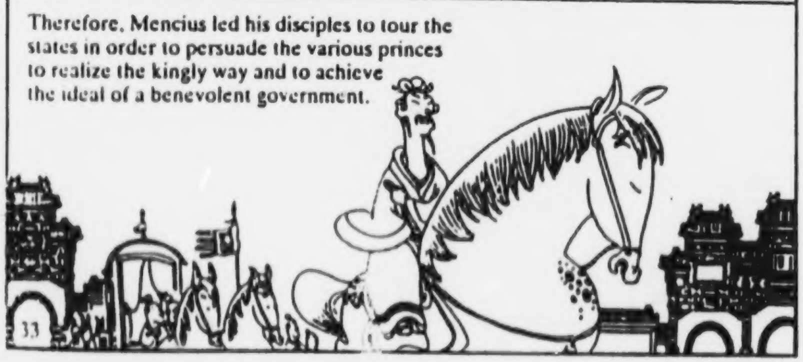
30


Sufferings from the wars were so bad that "people exchanged their sons for meat and broke the bones of the dead for fire".

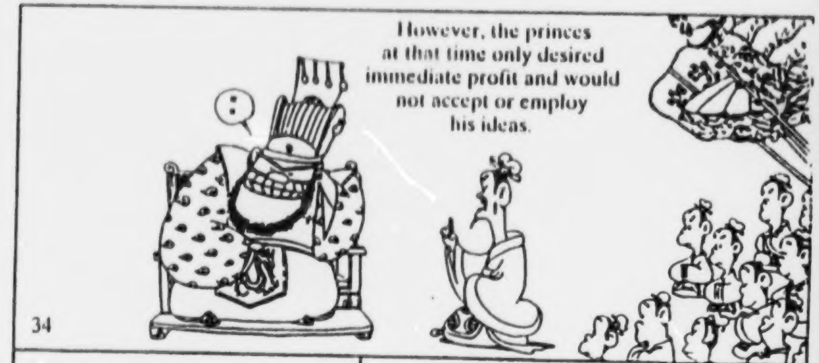
31

These ambitious aggressors, concerned only about their own profit, initiate wars everywhere and fill the land with their dead. They are truly inviting the earth to eat the flesh of man!

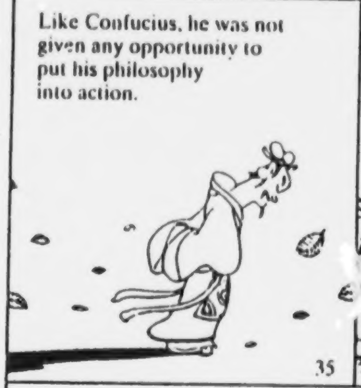
32


Therefore, Mencius led his disciples to tour the states in order to persuade the various princes to realize the kingly way and to achieve the ideal of a benevolent government.

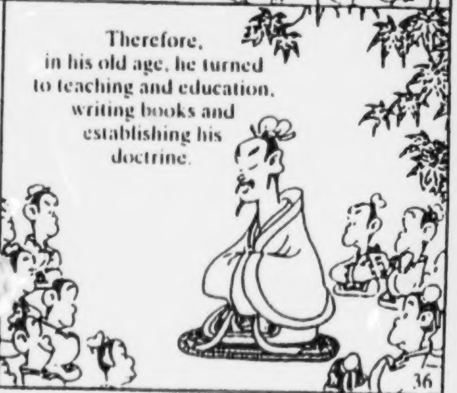
33


However, the princes at that time only desired immediate profit and would not accept or employ his ideas.

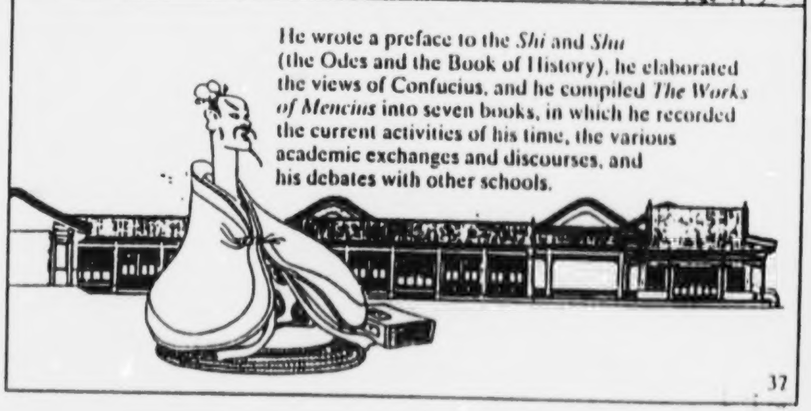
34


Like Confucius, he was not given any opportunity to put his philosophy into action.

35

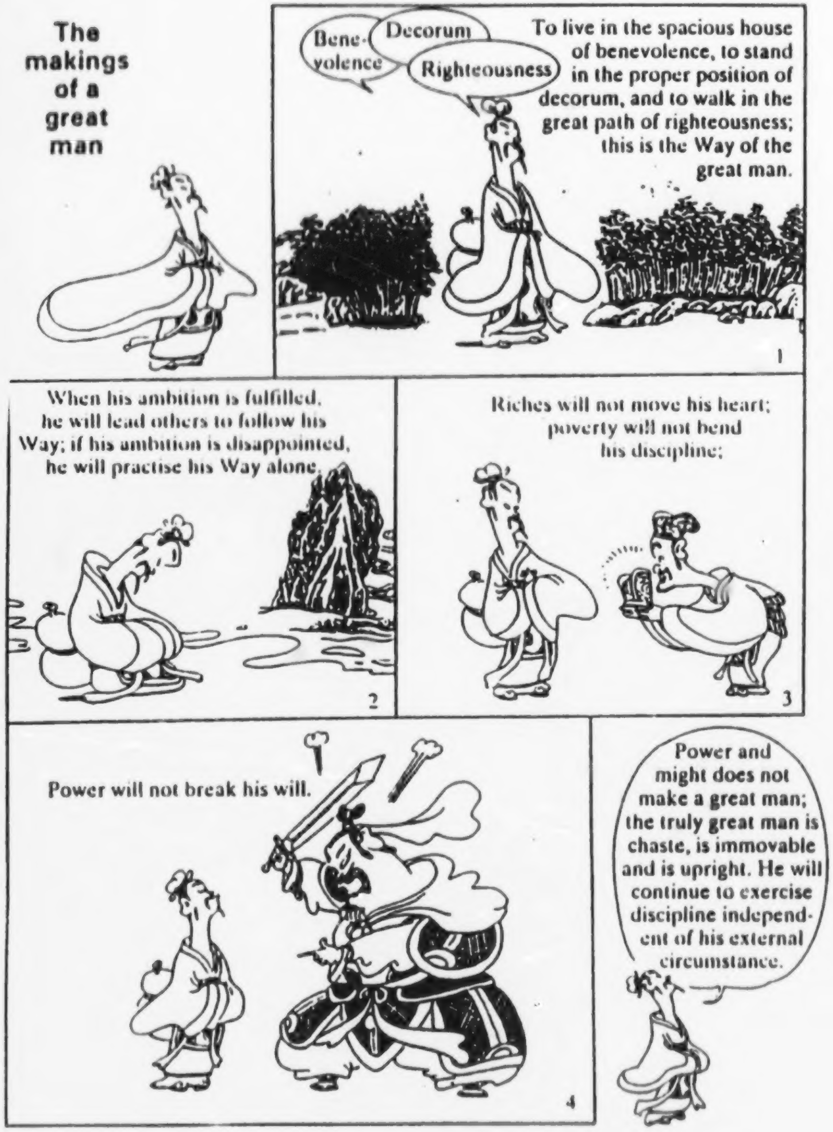

Therefore, in his old age, he turned to teaching and education, writing books and establishing his doctrine.

36

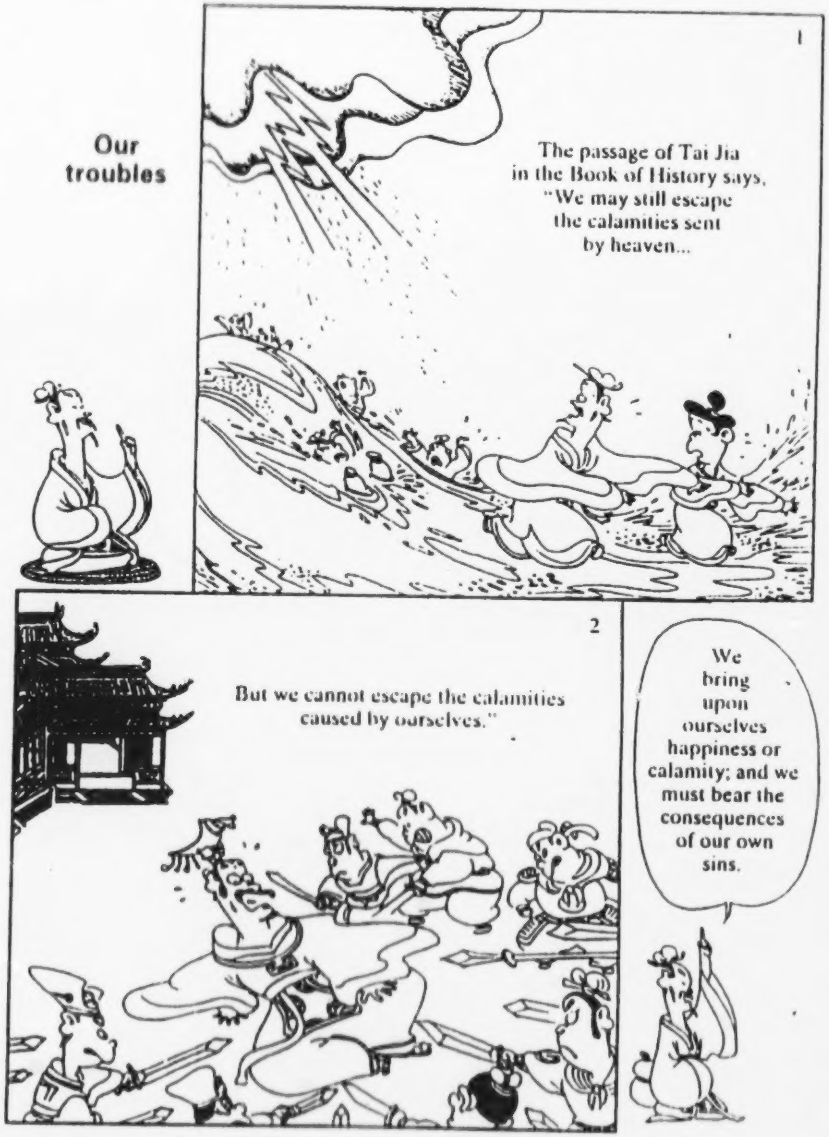

He wrote a preface to the *Shi* and *Shu* (the Odes and the Book of History), he elaborated the views of Confucius, and he compiled *The Works of Mencius* into seven books, in which he recorded the current activities of his time, the various academic exchanges and discourses, and his debates with other schools.

37

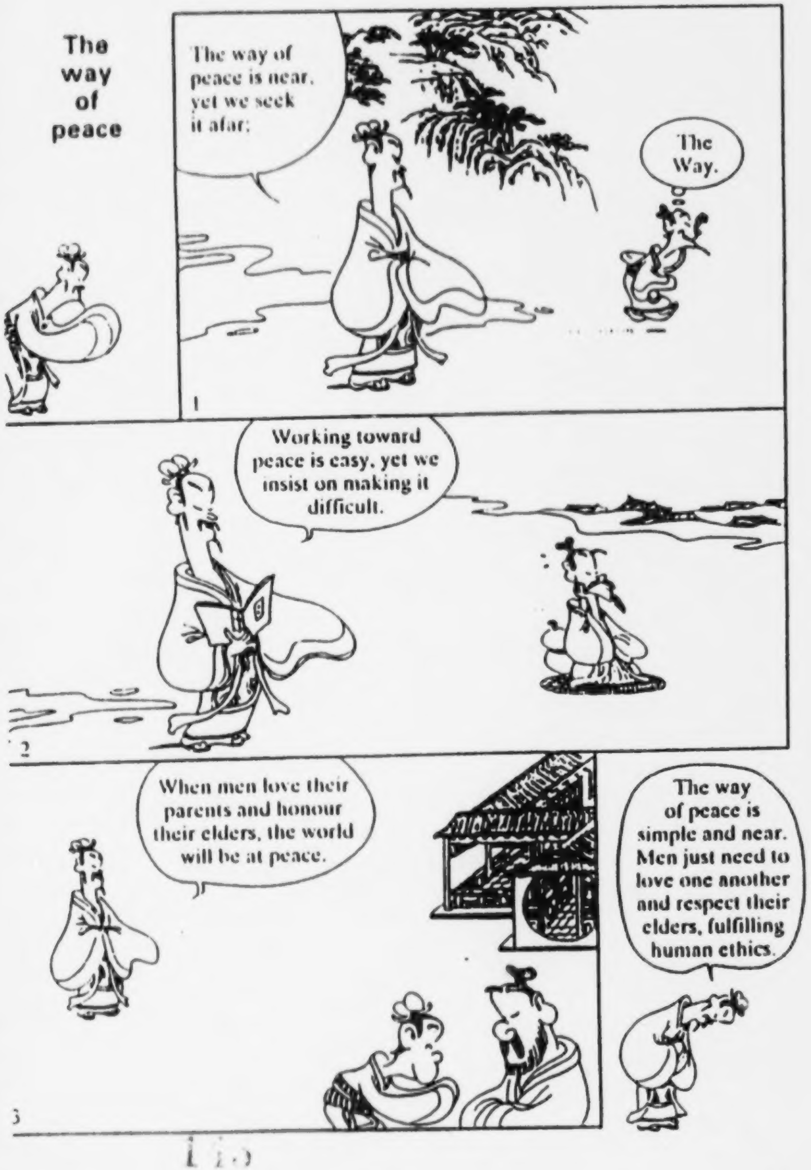
The makings of a great man


Bene-volence
Decorum
Righteousness
To live in the spacious house of benevolence, to stand in the proper position of decorum, and to walk in the great path of righteousness; this is the Way of the great man.
1
When his ambition is fulfilled, he will lead others to follow his Way; if his ambition is disappointed, he will practise his Way alone.
2
Riches will not move his heart; poverty will not bend his discipline;
3
Power will not break his will.
4
Power and might does not make a great man; the truly great man is chaste, is immovable and is upright. He will continue to exercise discipline independent of his external circumstance.

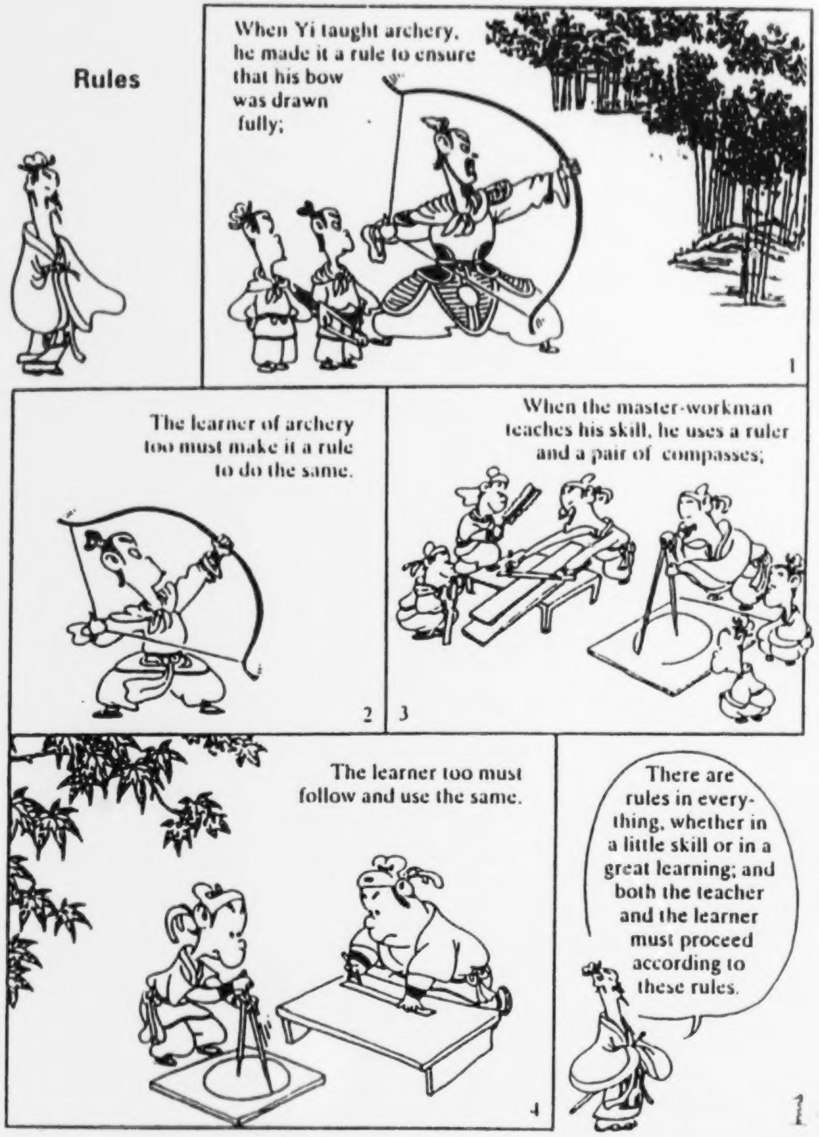
Our troubles


1
The passage of Tai Jia in the Book of History says, "We may still escape the calamities sent by heaven...
2
But we cannot escape the calamities caused by ourselves."
We bring upon ourselves happiness or calamity; and we must bear the consequences of our own sins.

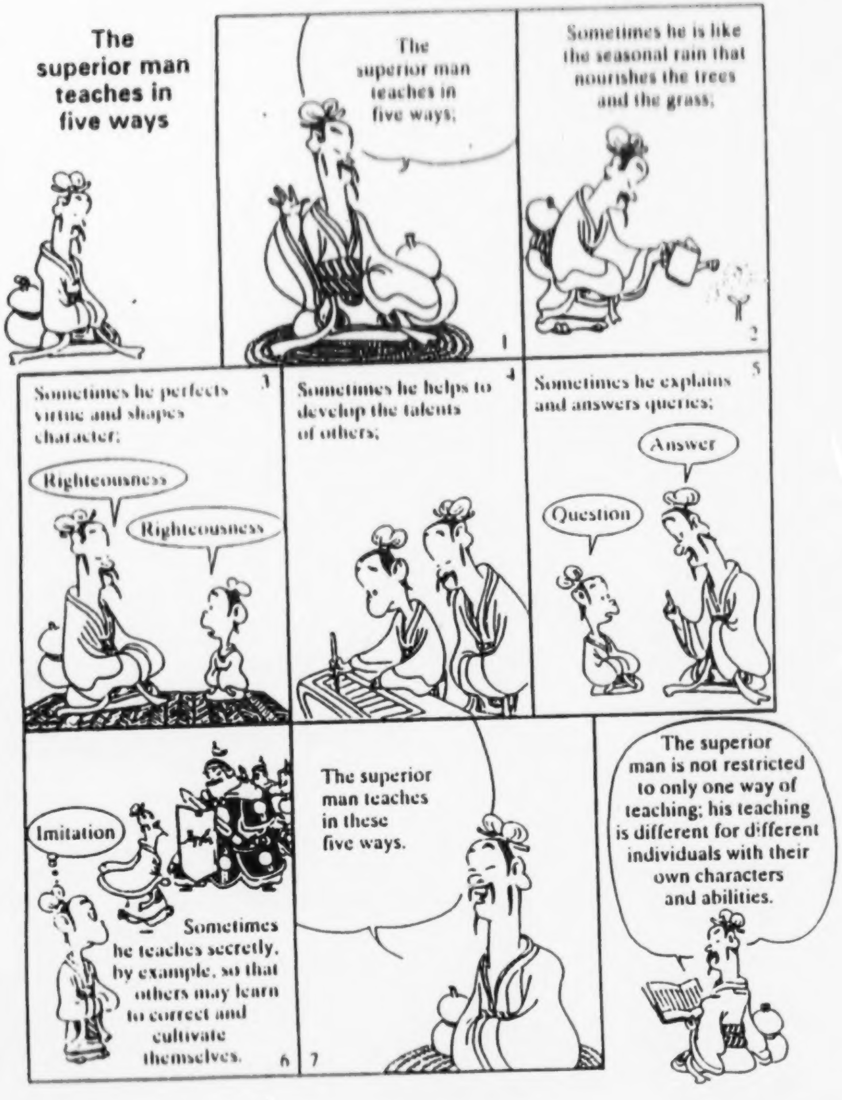
The way of peace


The way of peace is near, yet we seek it afar;
The Way.
Working toward peace is easy, yet we insist on making it difficult.
When men love their parents and honour their elders, the world will be at peace.
The way of peace is simple and near. Men just need to love one another and respect their elders, fulfilling human ethics.

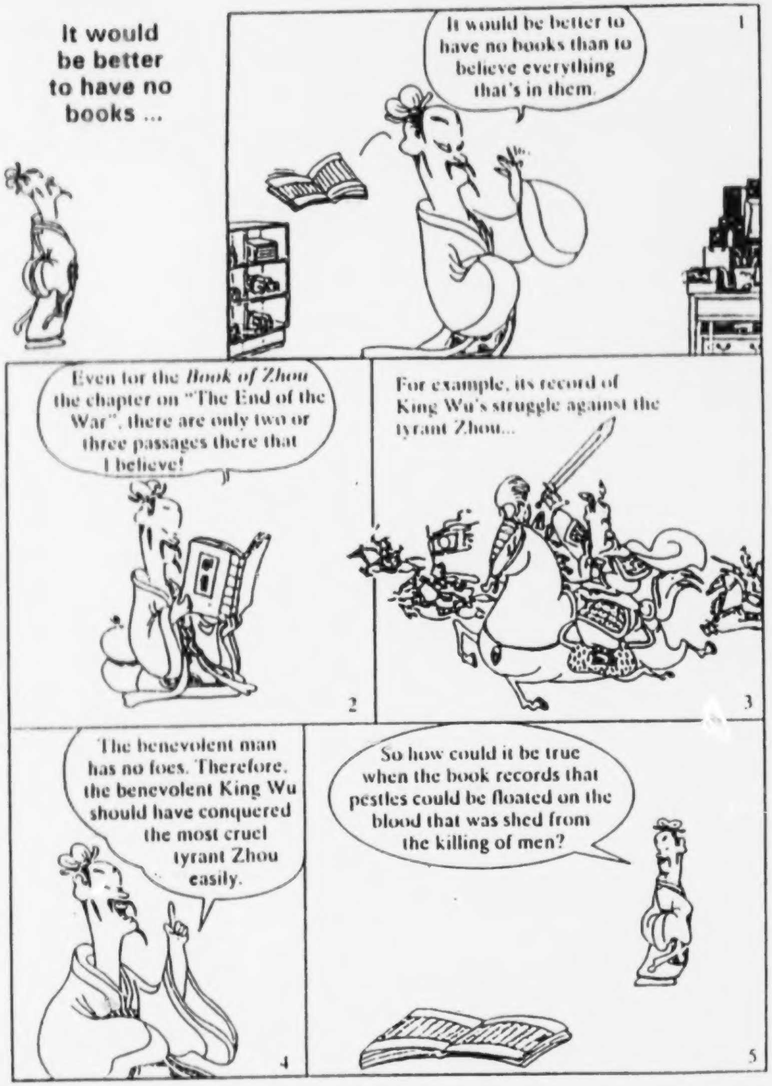
Rules


When Yi taught archery, he made it a rule to ensure that his bow was drawn fully;
The learner of archery too must make it a rule to do the same.
When the master-workman teaches his skill, he uses a ruler and a pair of compasses;
The learner too must follow and use the same.
There are rules in everything, whether in a little skill or in a great learning; and both the teacher and the learner must proceed according to these rules.

The superior man teaches in five ways


The superior man teaches in five ways;
1
Sometimes he is like the seasonal rain that nourishes the trees and the grass;
2
Sometimes he perfects virtue and shapes character;
3
Righteousness
Righteousness
Sometimes he helps to develop the talents of others;
4
Sometimes he explains and answers queries;
5
Answer
Question
Imitation
Sometimes he teaches secretly, by example, so that others may learn to correct and cultivate themselves.
6
7
The superior man teaches in these five ways.
The superior man is not restricted to only one way of teaching; his teaching is different for different individuals with their own characters and abilities.

It would be better to have no books ...


1
It would be better to have no books than to believe everything that's in them.
Even for the *Book of Zhou* the chapter on "The End of the War", there are only two or three passages there that I believe!
2
For example, its record of King Wu's struggle against the tyrant Zhou...
3
The benevolent man has no foes. Therefore, the benevolent King Wu should have conquered the most cruel tyrant Zhou easily.
4
So how could it be true when the book records that pestles could be floated on the blood that was shed from the killing of men?
5

Fulbright 1994/Diedrich (History/English/Religion)

Name:_______________
Date:_______________
Class:_______________

The Sayings of Mencius

Life of Mencius

1. When was Mencius born?

2. Where did Mencius live?

3. Why did Mencius leave his first home? Second?

4. What did Confucius say about leaving?

5. When did Mencius go to school?

6. How did Mencius feel about school?

7. Why did Mencius move to Confucius' hometown?

8. What did Mencius attempt to do for the kings and princes of China?

9. What did Mencius write?

"The Makings of a Great Man"

10. Define the following words:
    benevolence

    decorum

    righteousness

11. What is the way of a great man?

12. What does not make a great man?

13. What is a great man?

"Our Troubles"

14. What does the Book of History say about calamities?

15. What is a calamity?

16. What does this proverb mean?

"The Way of Peace"

17. According to Mencius what do we do to obtain peace?

18. What, according to Mencius, is the way to peace?

Rules

19. What is the meaning of this proverb?

"The Superior Man Teaches in Five Ways"

20. List and explain each of the five ways a superior man teaches.

"It Would Be Better To Have No Books"

21. Why would be better to have no books?

22. What example did Mencius use to prove his proverb?

Fulbright 1994/Diedrich (Family)

Dear Marco:

This letter will discuss issues that surround the modern Chinese family. I'll discuss the one child policy, the role of women in China today, marriage traditions and Chinese weddings. Marco it is very important to remember that China has a population of 1.2-1.3 billion people and this has a tremendous effect on the Chinese family.

A wedding in China today is a combination of traditional Chinese and modern Western weddings. The Western influence is seen in the addition of a wedding reception, the style of dress and the idea of a wedding party. In China a wedding is official when the government papers are issued. The ceremony is just a show for relatives and friends. There are eight traditional steps to a wedding:

1. Note of age, making sure everyone is the proper age by checking birthdays. Today's marriage laws allow for urban marriages after 28 for women and higher ages for men.
2. The official visit, which is the time that the woman visits the mans home to get to know one another.
3. Then the engagement is set. The prospective bride sets the date for the engagement.
4. Following the engagement the date for the wedding is set.
5. Two days before the wedding the groom's family sends a gift to the bride.
6. The dowry is exchanged two days prior to the wedding. The dowry is a gift from the brides family to the groom's. Today T.V.'s, washers, refrigerators and other appliances are popular dowry gifts.
7. The bride and groom meet on the wedding day.
8. The ceremony is performed. At the dinner there are 8, 16, or 32 different dishes for good luck.

After the marriage the family is allowed to have one child. The one child policy was put in place in the 1970's in an attempt to contain the huge population problems in China today. If you live in an urban area and you are not a minority, you are only allowed one child. If you live in a rural area you are allowed two children. Finally if you are a minority, non-Han Chinese, you can have three children. If you have more than you limit you are fined 1,000 Yuan or about $120 US Dollars. This fine is known as the fa kuan.

The role of women in Chinese society is changing drastically. As a double income becomes necessary to survive and have a comfortable life more Chinese women are entering the workplace. Equality is coming slow to China's women but it is happening. Women who do go to work often are pushed into low paying jobs such as a teacher, factory worker or other low skill, low paying fields. There is a "glass ceiling" that exists, it is very difficult for many women to overcome this obstacle. Even if women work outside of the home they are still responsible for the traditional family duties that women in China have performed for thousands of years. Such as:

1. Women do all the cooking, cleaning and other housework.
2. Women are also responsible for caring for the children and elderly family members.

As you can see the life of a working mother is very difficult but the traditional roles are being broken down and women are gaining more respect everyday.

Well Marco its time to go. I'll write again soon.

Sincerely,

Your Friend From the Future.

Fulbright 1994/Diedrich (Religion/Family)

Too Much Yang, Not Enough Yin

8/29/94

Name :________________

Date:________________

Class:________________

The Chinese philosophical tradition of Taoism is founded on the idea of balance — in nature and in human relations. Its two core principles are yang and yin, symbolizing the dualities of light and dark, sky and earth, male and female. Taoist texts teach that both nature and society seek balance, and that interfering with this natural arrangement can bring unhappy consequences.

Chinese society is rediscovering this today. As The Times's Philip Shenon reported last week, the balance between male and female has been skewed. Under Government pressure to limit families to one child each, driven by tradition that favors boys, helped by ultrasound and readily available abortions, Chinese families have been messing with Mother Nature in an effort to make sure their one child is a boy. The result: a stark shortage of women of marriageable age, and a lot of lonely young men.

China is not the only populous country where this has happened; a similar phenomenon is occurring in India, according to United Nations figures.

Prejudice against girls runs deep in both societies. Boys have traditionally been seen as assets in agricultural families; their work in the fields was valued. Girls were regarded as a burden; they would only move away to live with their husbands' families, and had to be provided with dowries. At times in Chinese history, female infanticide was accepted practice.

Recent news reports from both countries have related that these prejudices die hard. In both India and China, poor families are known to feed their sons better than their daughters. Girls are less likely to survive childhood than boys. Now, with the relatively cheap new technology of ultrasound to help identify the sex of a fetus, families can use abortion to avoid girls altogether.

The unforeseen result, at least in China, is that suddenly young women are finding themselves valued in the society that once shunned them. They are being treated with new respect, and those of marriageable age can pick and choose from a large field of suitors. They have been rescued from disdain and oblivion by a highly impersonal and newly potent principle in Chinese life: market forces.

1. On what is Taoism based?

2. What are the two core principles of Taoism?

3. What are three characteristics of Yang?

4. What are three characteristics of Yin?

5. What have Chinese parents been doing as a result of the governments one child policy?

6. What is the result of these choices?

7. Where else in the world is this occurring?

8. Why were boys favored over girls?

9. What has happened to many girls in rural China as a result of this policy?

10. What has this done to the role of women in China Today?

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China's Mania for Baby Boys Creates Surplus of Bachelors

By PHILIP SHENON

Special to The New York Times

BEIJING, Aug. 15 — In the free markets of the new China, young men are coming to realize that there is something even more precious than a new car, an electronic pager or a Swiss-made watch.

And that rare commodity — an unmarried woman — is becoming harder and harder to find.

There are not nearly enough of them, a situation that is creating anguish for millions of Chinese men and has at least the potential of revolutionizing the status of women in this traditionally sexist society.

"What sort of woman do I want?" said Xu Wenyuan, a lonely 30-year-old who agreed to dress up in a sky-blue satin suit and to warble a few bars of "Song for the Motherland" on a television matchmaking show in Beijing. "It doesn't matter."

If he had hoped to prove his desperation in the search for a wife, Mr. Xu succeeded in those two minutes in front of the cameras. "Women are so hard to find now," he explained. "And I just want one."

For Mr. Xu and other Chinese men in search of love, the offerings of the Chinese State Statistical Bureau are downright heartbreaking. The 1990 census showed that of a total population of 1.2 billion, about 205 million Chinese over the age of 15 are single. And of those, there are nearly three men for every two women.

A 3-to-2 ratio might seem bad enough to most men. But the numbers suggest that the situation becomes far, far bleaker for a Chinese man the longer he stays unmarried.

The Government's figures show that while the vast majority of Chinese adults marry by the time they turn 30, eight million people in their 30's were still single in 1990. And in that age group, the men outnumbered the women by nearly 10 to 1.

There is an ugly explanation for the relative scarcity of unmarried women: the desire among many Chinese couples for boys at almost any cost.

The preference for boys has meant

Continued on Page A4, Column 1

Continued From Page A1

that millions of Chinese girls have not survived to adulthood because of poor nutrition, inadequate medical care, desertion and even murder at the hands of their parents.

China's strict rule of one child per family, imposed in the late 1970's and meant to defuse a population time bomb, has only worsened the insistence on having male heirs. Ultrasound machines and ready access to abortion have made it relatively simple for parents to guarantee that their one child is a boy.

Nature's Revenge

But after generations of tampering with nature, nature has begun to exact its revenge. The numbers suggest that tens of millions of men alive at the turn of the century will be lifelong bachelors because there will not be enough women available as wives.

"Of the young people who come into this office, at least 70 percent are men," said Li Xiaotong, a Beijing social worker whose Government-sponsored computer dating service is swamped by eager men searching for a mate.

"The girls are very happy with this service," Ms. Li said, "because they can set their standards very high for a prospective husband — intelligence, education, money — and then have a good chance of finding a man who meets their standards." Her grin suggested that there was some justice in all of this.

"The men always ask for beautiful girls," she said, "and I tell them that they must be realistic. The goals they set must not be too high, because there are not enough women."

Long Treated as Chattel

Apart from having their pick of prospective husbands, Chinese women may find another silver lining in the numbers churned out by the Government's demographers.

In a China newly receptive to capitalism, people are being reminded that in the free market, scarcity equals value. And so it could be for Chinese women after centuries in which the supply of potential brides equaled demand, and they could be — and were — treated as chattel.

"I do think that to some extent this shortage of women will play a positive role in improving the status of all women," said Guo Daofu, a senior economist for the State Statistical Bureau. "I think this will lead to changes in society. Men will have to become more open-minded."

He said a new open-mindedness could be of particular benefit to older unmarried women, who have traditionally had almost no hope of finding a husband. Custom here holds that a man should marry a woman at least several years younger, and that the bride should have less education. A result is that even after the age of 30, women, especially educated ones, have few prospects.

"There is a saying in the countryside that a man who marries a woman who is three years older has found a bar of gold — that he can benefit from her maturity," Mr. Guo said. "Now, I think many more men will act" on this proverb.

There are several theories about how a badly lopsided sex ratio would affect — and probably improve — the status of Chinese women. A Western diplomat who has studied the situation said the Government might be forced to offer incentives, like educational benefits and tax breaks, to encourage couples to have girls.

Concern About Consequences

"If this Government made it not only acceptable but in some cases preferable to have girls, you'd see a huge change in the way women are treated throughout society," he said.

While China's leaders tend to welcome anything that will limit population growth in the world's most populous country, there is alarm about the consequences of so many single men in a society that values the family above all else.

Chinese sociologists and journalists have suggested that with men unable to find wives as sexual partners, there could be an increase in prostitution, rape and — among men — suicide.

"This discrepancy between the sexes is a matter of serious discussion among our Government leaders," said Wang Wei, a professor of ethics at the People's University in Beijing. He pointed to a series of kidnappings in which city women have been abducted by bounty hunters who deliver them to rural farmers desperate for brides. "You could see more of that," he said.

Although the problem is more serious here if only because of its vast population, China is not the only country facing a crush of single men.

Figures compiled by the United Nations show that the world's second most populous nation, India, with nearly 900 million people, has nearly 133 single men for every 100 single women. As in China, Indian custom demands that couples produce male heirs.

In the industrialized world, the ratios are much smaller, and in some countries single women outnumber single men. According to the 1990 census in the United States, there were more unmarried American women than unmarried men, about 54 percent of unmarried adults to 46 percent. A similar ratio was found in Japan in a 1985 survey.

Perhaps no one knows more about the scarcity of unmarried women than China's best-known matchmaker: Yang Guang, the host of "We Meet Tonight," the popular matchmaking television show.

Bachelors Get Bold

For 20 minutes every Friday night, Ms. Yang invites a group of single men and women to make a televised pitch for a mate in a cross between "Dating Game" and a talent show.

"We receive very few applications from young women who are willing to appear as contestants," said Ms. Yang, whose show takes credit for 274 marriages since it went on the air four years ago. "The men are much more bold about agreeing to appear. And they are bold because they have to be."

During the show, viewers are invited to write in for a date, and the plight of China's single men becomes all the clearer when the mailbags begin to arrive in the studio the next day.

"Maybe a man who appears on the show will get 30 letters," Ms. Yang said. "But a woman will get over 50, sometimes 60. Sometimes many more. Our record-holder is a 24-year-old woman who got more than 500 letters."

The quandary of the lonely Chinese male is evident in the hangdog looks of the young men who gather on Saturday afternoons to watch the passing crowds along Wangfujing Street, the heart of Beijing's central shopping district.

Rows of these lonely hearts lean against the storefronts, hoping that some young woman will return their stares. It rarely happens, they say with a moan.

"Sometimes the girls are very stuck up, very choosy about whether they will consider a boy for a husband," said Wang Jian, an engineering student who, at 22, worries that he may never find a mate.

His friend Meng Yuchang, 23, was even more inconsolable. "Without enough women, maybe we will all become monks," he said, kicking the toe of his sneaker against the sidewalk. "This whole generation of Chinese men will become monks. And maybe then the women will feel sorry for us."

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Fulbright 1994/Diedrich (Family)

Name:________________
Date:________________
Class:________________

New York Times-"China's Mania for Baby Boys Creates Surplus of Bachelors"

1. Who wrote this article?

2. What is difficult for young Chinese men to find?

3. What is the ratio of men to women according to the 1990 Census?

4. What happens to this ratio if the men are over 30?

5. Why is this shortage of women according?

6. When was the one child policy imposed?

7. Why does China have a one child policy?

8. Why are women in China suddenly happy about the shortage of men?

9. What does scarcity equal?

10. What was the custom about choosing a bride in China?

11. List two concerns that the government has as a result of the shortage of women.

12. What is the world's second most populated nation?

13. What does the television show, "We Meet Tonight" attempt to do?

Fulbright 1994/Diedrich (Transportation)

Dear Marco;

Well here is a topic you are all to familiar with, transportation. When you traveled to China you walked, used horses and boats, today people use bicycles, cars and airplanes.

The most popular method of transportation is the bicycle. There are two reasons for this choice. First, with 1.2 billion people it is very unrealistic to have each own a car. The second reason is the low cost and easy access, a bicycle costs about 200-800 Yuan, or $24 - $100 US Dollars. The roads have special lanes for bicycles. All bicycles must be registered with the Chinese government similar to cars in the United States.

As China continues on a program of huge economic development which is creating a new middle class people want to buy cars. The government is encouraging this in order to keep up the huge economic growth. Fuel is very affordable, 2-2.5 Yuan or $.20-.25 cents in US Dollars. This is going to have tremendous environmental and social consequences. There are three types of license plates, they are:

1. Green- this signifies a privately owned vehicle.
2. White or "WJ"- this signifies a Chinese military vehicle.
3. Black/Blue- this signifies a joint-venture or a foreign vehicle.

Air travel is not common for the people of China because of economic and safety issues. China has many Russian built Tuplov 154's that are not the safest plane in the world. Although today the government is buying more aircraft from the United States and taking better care of the planes. When the Chinese have more money and feel better about the safety of the aircraft there will be growth in air travel in China.

Until next time, take care!

Your Friend From the Future.

China Planning People's Car To Put Masses Behind Wheel

By PATRICK E. TYLER

Special to The New York Times

TIANJIN, China, Sept. 15 — In the People's Republic it is being called the people's car, an affordable compact sedan for the masses in the world's largest untapped car market.

The car is the focus of an ambitious effort by leaders of China's Communist Party to double the nation's annual production to three million vehicles, half of them automobiles, by the end of the decade. Increasingly, the cars would go to individual consumers; in the past the emphasis had been on larger vehicles like mini-vans that could move groups of people.

American, Japanese and European auto makers are scrambling for the right to participate in a handful of joint-venture partnerships with China's state-owned auto combines to produce several versions of the family sedan.

But many Chinese and Western experts, drawing from what happened in the United States and other industrial nations, contend that a transportation system dominated by the automobile could become a huge mistake in China, which already suffers from traffic congestion, choking pollution and dwindling supplies of oil. A big increase in gasoline consumption in China, they say, could hasten the next worldwide energy crisis.

"The automobile cannot be extended to 1.2 billion Chinese, not even to 100 million or 200 million," said Vaclav Smil, a Canadian scientist who studies the challenges to China's growth in the next century.

"That is an insane route," he continued. "There is not a single Chinese city that does not suffer from gridlock already."

Still, according to an industrial policy announced in July, China seeks to develop its automotive sector into a "pillar industry" of the national economy "as soon as possi-

China Plans a Car to Put Masses Behind the Wheel

Continued From Page A1

ble."

China's state planners under Prime Minister Li Peng have seized on the auto industry as one of four heavy industries whose growth can help sustain the country's rapid economic expansion over the next two decades. The other three are telecommunications, computers and petrochemicals.

Just as the automobile captured the American dream at the expense of mass transit, China's leaders are eager for the giant internal consumer market to move to the next stage of materialism. Sustained economic growth is an urgent political requirement for the leadership, whose legitimacy flows from the ability to deliver prosperity to the masses.

The Chinese family car for the coming century will emerge from a competition that is pitting the world's leading auto makers against one another to design and produce economy models that individual consumers could buy for under $5,000. While no detailed specifications have been issued, the car would be made in China but incorporate Western technology of the 1990's, with emphasis on modern safety standards, pollution control and fuel efficiency.

Foreign auto makers already in China may finally see the big payoff. Chrysler produces Jeep Cherokees in a joint venture with a Chinese auto maker in Beijing. Volkswagen has been producing its Santana model in Shanghai since 1985. Citroen is active in Wuhan, Audi in Changchun and Peugeot in Guangzhou. To create a modern, vertically integrated auto industry, the Chinese Government has been pressing foreign auto companies to make more parts locally as a condition of participation.

Because of such intense competition, Western auto makers are keeping their plans confidential. But Chrysler's chief executive, Robert J. Eaton, accompanied Commerce Secretary Ronald H. Brown to China last month. And Chrysler has been vying with Daimler-Benz for a contract, potentially worth up to $1.2 billion, to make mini-vans and engines in Hainan.

General Motors established a $100 million partnership foothold with the Jinbei Automotive Company in 1993 and began assembling kits of its S-10 pickup truck in Shenyang, though many Chinese customers found them too fancy and costly. And this summer, Ford Motor signed agreements worth $50 million to make auto parts in Shanghai.

But what all three American auto makers seek is a full-fledged partnership with the Chinese in the mainstream of the developing domestic automobile market.

The competition is still heating up. This month both Toyota and Mitsubishi sent their corporate presidents to court China's state auto plant commissars. Nissan's delegation is due in November.

"China offers the greatest potential market in the world and that's why everyone is coming," said Toshiaki Yasuda, who heads Nissan's effort to find a Chinese partner by next year.

At the state-owned Tianjin Automotive Industry Corporation in this industrial city near Beijing, the general manager, Ji Xuecheng, says he thinks the Charade subcompacts that his factory is turning out under a licensing agreement with Daihatsu of Japan could be the starting point for what he, too, calls the people's car.

"Society is making progress and the people's living standards are being raised," Mr. Ji, 60, said. "So there will be a big demand for passenger cars in the future."

The three most successful joint ventures between Chinese auto makers and their Western partners will be allowed to dominate 70 percent of the domestic market with their competing small sedans. The Government described its goal as one of "mass production and fewer factories and a market structure with orderly competition among a small number of large-scale enterprises."

Under the new industrial policy, China will begin producing the new sedans in 1996 or 1997, on assembly lines modernized and streamlined with technology from Japan and the West. By the year 2000, the Chinese auto industry will theoretically produce three million vehicles a year, half of them passenger cars, and Chinese leaders see nothing but growth beyond.

"The problem is, they don't think about traffic or people's lives, they just think about production, production, production," said Prof. Ding Jingping, an industrial economist at the Chinese Academy of Social Sciences. "This is one of the aspects of the centrally planned economy."

In the 15 years since China's paramount leader, Deng Xiaoping, began his effort to overhaul the economy, millions of Chinese have bought their first refrigerator, telephone, clothes washer and television set, driving the economy's growth.

The next consumer quest, Communist Party leaders have figured, will be for "high end" products like computers, fax machines and automobiles. They may be right, judging by the record crowds that mobbed this year's auto show in Beijing.

Chinese schoolchildren memorize the specifications of new-car brochures as American youngsters do baseball cards.

The first Ferrari was sold in China this year — to a Chinese developer who already owned black and white Mercedeses.

Even Chairman Mao's grandson, Wang Xiaozhi, confided in a newspaper interview that he dreamed of owning a car.

Today across China, only about 700,000 out of seven million cars are private. Most vehicles are purchased and operated by the workplaces where most Chinese are employed. In Beijing, Shanghai and other large cities, bicycles remain a primary mode of transportation.

The country's total vehicle production this year could reach 1.5 million, about one-tenth the level of the United States or Japan. But China's auto production has been growing at an annual rate of 17 percent since 1979. In 1993, production jumped 22.8 percent, outpacing overall economic growth of 13 percent.

With supply still unable to keep up with demand, China's leaders overcame arguments about traffic, pollution and mass transit to endorse even greater automobile production.

The Chinese fascination with cars, recalling that of Americans, occurs while big cities choke on traffic, air pollution grows worse and scientists are raising alarms that China's precious base of arable farmland will shrink further under the press of any road building campaign.

As for energy consumption, China became a net importer of oil last year after production in its major oilfields failed to keep up with demand. Discoveries in the South China Sea and Tarim Basin in western China have been slow to produce results.

"Forty percent of United States energy consumption goes into private cars, and the United States is importing half of its crude oil," Professor Smil, the Canadian scientist, said. "If the Chinese try to model themselves on the United States, or Japan or South Korea, there is simply not enough crude oil on the planet for them to import and, of course, it will speed up the arrival of the third oil crisis."

To create a true automobile economy would require a huge investment in roads and highways in China, which today has about as many miles of road as existed in the United States at the end of the 19th century. The few dozen short stretches of modern freeways built in the last decade are almost lost in a rural landscape where dirt paths and narrow farm-to-market lanes still predominate.

"If China only worries about production, without any overall transportation planning, then China is headed for big trouble," said Guocang Huan, an economist for J. P. Morgan in Asia who visited Beijing last week.

At Tianjin's automotive plant, Mr. Ji, who has been building cars for more than two decades in the Communist command economy, does not give much thought to the traffic snarl outside his office window.

"The Chinese auto industry is just at the beginning stage of development," he said, "and there is no necessity to worry about some of the problems that will crop up in the future."

On the Road in China

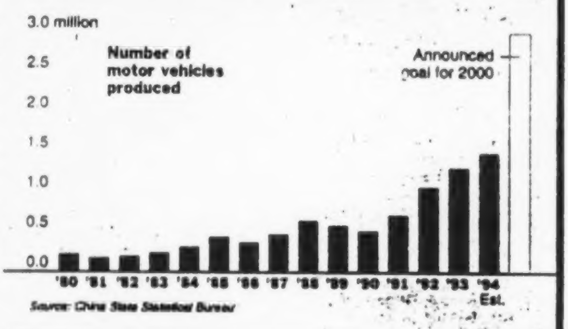
China's new appetite for cars marks a sharp departure from the past: As recently as the early 1950's, paved roads were rare in China, and the country depended almost exclusively on railroads.

Railroads

In 1952 14,200 miles operating
In 1992 33,300

Paved highway

In 1952 34,300 miles
In 1992 575,300 miles



Source: China State Statistical Bureau

The New York Times

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Fulbright 1994/Diedrich (Transportation)

Name:_________________
Date:_________________
Class:_________________

New York Times-"China Plans to Put Masses Behind the Wheel"

1. Who wrote this article?

2. What is the "people's car?"

3. Who is scrambling for the rights to joint-venture rights involving automobiles?

4. Name three problems with a transportation system dominated by cars in China.

5. What does Voclav Smil say about the Chinese use of cars?

6. What are the four future "pillars of industry" in China?

7. What is the estimated cost of the Chinese automobile?

8. Name five foreign cars and companies involved in joint-ventures in China.

9. What are all three American auto makers seeking in China?

10. What does Toshiaki Yasuda say about making and selling cars in China?

11. When will China begin producing the new sedans?

12. How many cars may be produced in China by the year 2000?

13. What does Professor Ding Jingping think about this growth in car production?

14. When was the first Ferrari sold in China?

15. How many cars are privately owned in China?

16. What is still the primary mode of transportation in Beijing, Shanghai and other large cities?

17. What percent of energy consumption goes into private cars in the United States?

18. How does Professor Smil feel about the crude oil usage in the world?

Critical Thinking

What would you do about the cars in China?

Beijing Journal

City's Flush Looks Like Fever Now

By PATRICK E. TYLER
Special to The New York Times

BEIJING, Sept. 5 — "Get out of the way, bread box!"

"How do you expect people to get through?" yelled Wei Qinghai, 73, as he powered his pedal-driven cab through a busy intersection in central Beijing.

The offending "bread box" was one of the 50,000 tiny mini-van taxis that provide entry-level "free market" jobs for the city's surplus laborers. The vehicle was blocking the bicycle lane, where the throng that included Mr. Wei's chain-and-sprocket surrey, with its blue-and-white plastic canopy, was trying to make headway.

If capitals reflect national character, then the Chinese may be showing symptoms of nervous breakdown.

Beijing is growing so fast that even Deng Xiaoping, the country's 90-year-old paramount leader, has told friends he does not recognize it anymore. The estimated population is more than 11 million.

Traffic snarls lie like surly dragons across the city's freeways and ring roads these days, and the heat of summer puts a furrowed and ferocious look on people's faces.

Blood pressure levels are up here, according to the latest medical surveys, because ordinary people — known in Mandarin as "old hundred names" — are throwing themselves onto the free market with a vengeance and stopping only to eat greasy fast food from the new Japanese and American franchises.

Serious crime, especially murder and kidnapping, jumped 18 percent last year. Beijing residents were shaken this summer by a brutal murder case at the Academy of Film compound, where thieves apparently broke into the luxury apartments of two well-known television actors and cut the throats of the wives of both men and a child of one of them.

It's not just the traffic. It's everything.

The stench from the public toilets has become so offensive in some neighborhoods that The Beijing Daily cried that their "bad condition" is "affecting the image of Chinese civilization." The city has offered a big prize for the best design of a better public toilet.

Meanwhile, on the streets, a huge subway construction program to add 180 underground rail miles has turned many already crammed arteries into construction sites. A gang of enterprising thieves has been stealing manhole covers, leaving axle-wrecking traps for any vehicle less sturdy than a battle tank. New office towers and shopping centers are outrunning the city's capacity to provide them with electricity or to guarantee future water supplies. Prices for staple grains, eggs and vegetables — up 40 to 50 percent from a year ago — are also getting on peoples' nerves.

The mood of Beijingers in all this chaos is steamy, like the city's dumplings, and that has made the summer weather seem even hotter.

"It was better in the old days," Mr. Wei, the pedicab driver, said over his shoulder to his passengers as he waited for the traffic to clear. "And it would be O.K. today if people were just considerate of one another." He spat and pedaled on, glaring at the "bread box" driver.

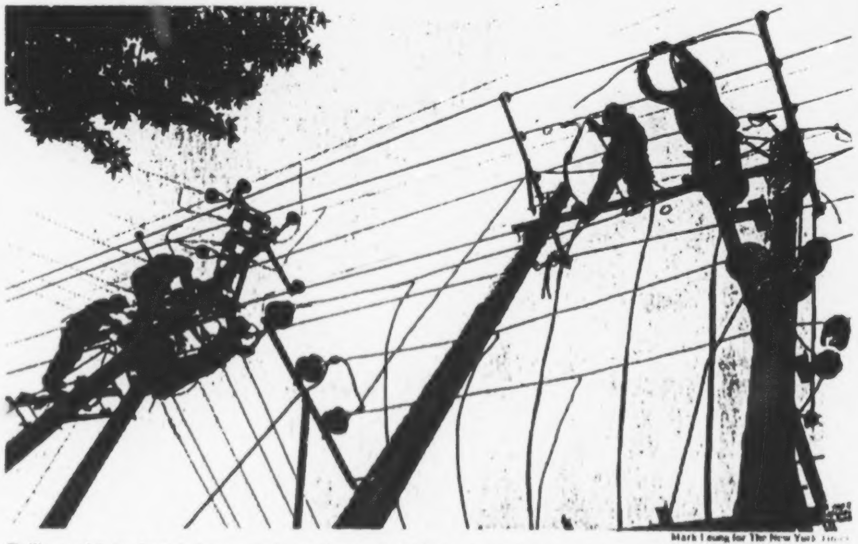
Predicting the future of China, the world's most populous nation, 1.2 billion, has become a business these days because so much is at stake. But in the present, where Beijingers relentlessly live, an urgent requirement is public civility, in the view of many residents.

Adding to this summer's exasperation is the commencement of work on a new Beijing master plan that will redesign the face of the capital for the next century. Under the plan, 140 polluting industries will be evicted and a new transportation network built, all in hopes of creating a urban polity "with the charm of an Asian city and the atmosphere of a modern metropolis," said Wang Baosen, the Vice Mayor.

It is his job to supervise making over the city that is China's political and cultural center. But some Beijing residents who are pining for the old days fear the worst after the East Wind market, the city's oldest, was leveled last year as part of the process.

"We will retain some of the old charm of Beijing, but if we want to retain all of the old charm, it will be impossible to conduct renovations," Mr. Wang said in an interview.

As for the impact his renovations are having on the traffic and public civility, he said, "We must resolutely overcome these obstacles."



Mark Leung for The New York Times

Beijing, with its frenzied growth, is starting to look like a case of nervous exhaustion. Here, linemen were replacing old power cables recently, striving to provide enough electricity for a booming capital.

Sounding ever the consummate Communist Party official, Mr. Wang addressed the traffic equation.

"Because of the big increase in the number of vehicles while we still have many roadways under construction, we are beset by traffic congestion and this is one of the big problems Beijing has to solve," he said.

Ten years ago, only 60 people in Beijing owned private cars. The total number of vehicles, most owned by factories and Government ministries, was fewer than 100,000. Today, Mr. Wang says, 670,000 vehicles are on the city's streets and the number is growing by 50,000 to 70,000 a year. By the year 2010, the number is expected to grow to 1.5 million.

Despite this growth, the city's most common means of transport — the bicycle — is holding its own. The number of bicycles keeps growing, with seven million now registered in the city, and most major boulevards devote as much space to bike lanes as to autos. To many visitors this is the city's greatest charm.

Even in the dead of winter, with sub-zero temperatures, Beijing's early rush hour seems whisper quiet as millions of residents bundled in parkas, mittens and mufflers glide silently in dense formations under the winter skeletons of poplar trees that line the boulevards.

Mr. Wang, who is chauffeured around the city in a black Audi sedan, would like to see people stick to their bicycles.

"Riding a bike helps you exercise," he said. "It can help save energy, it reduces pollution and it is very convenient for mass use."

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Name:______________
Date:______________
Class:______________

New York Times, Beijing Journal-"City's Flush Looks Like Fever Now"

1. What is a "bread box?"

2. How many are in Beijing?

3. What has Deng Xiaoping told his freinds about Beijing today?

4. How many people live in Beijing?

5. Why are blood pressure levels up in Beijing?

6. What is the rate of growth for murder and kidnapping?

7. What did the Beijing Daily say about the public toilets?

8. How many miles of subway lines are being put in Beijing?

9. How much have food prices gone up from a year ago?

10. What is the new Beijing master plan?

11. What is the East Wind Market?

12. Ten years ago, how many people in Beijing owned private cars?

13. How many cars were in Beijing ten years ago including the government's?

14. How many cars are on the streets of Beijing today?

15. What is the annual growth rate of cars on the streets of Beijing per year?

16. What is the estimated number of cars for 2010?

17. What is the most common method of travel in Beijing?

18. How many bicycles are registered in Beijing?

19. What are three advantages to riding bicycles instead of cars?

Fulbright 1994/Diedrich (Shelter)

Dear Marco;

This letter will discuss the traditional house for the Chinese who live in urban areas such as Beijing. The 1.2 billion population plays a critical role in how the Chinese live. One area of Beijing is called the Juan dong which are homes and communities that are over 200 years old. This community system of neighborhoods is known as danwei, which can also be translated into work units. The old communities are being torn down at a rapid pace to make room for the ever growing urban population. The high rise apartment is replacing the traditional danwei. Under the Chinese government you could be moved at anytime and anywhere.

In the rural areas, such as the areas around Xi'an, a house will have many rooms and numerous generations of one family will live in that house. As you enter the home from the street you find the kitchen in the hallway. It is far away from the living areas because the Chinese use coal for cooking and the smoke would get everywhere. Then you exit the kitchen to find an open court yard that usually has a small garden. When the Chinese see the way homes are arranged in the West it is difficult for them to ever think they could live in such a closed in shelter. The rooms are all around the court yard. The largest room in the house is the living/dining room. In this room one finds family pictures, the TV and other family memorabilia. This room is also used for eating when it is too cold outside. Remember the Chinese place great importance on the family and the needs of the group over the needs of the individual. This philosophy is shown in the arrangement of the house. The bedrooms are very small. Very little time is spent in the bedroom, all reading, TV, and other activities are done in the court yard or living room.

Take care of yourself Marco!

Your Friend From the Future.

Ancient Chinese Craft Reshaping Building Design and Sales in U.S.

By ASHLEY DUNN

Special to The New York Times

NEW YORK, Sept. 21 — After six months of tough negotiations with a group of Taiwanese investors, Barry Lewen, a real-estate broker, thought he was just days from completing the $14-million sale of a building at 366 Madison Avenue when he was unexpectedly told there was one last detail.

The investors insisted that before anything more was done, a Chinese mystic had to be flown from Taiwan to determine if the building's qi, or life force, was acceptable. "I thought they were joking," said Mr. Lewen, an executive managing director of The Galbreath Company, a Manhattan real-estate company.

A few days later, however, he anxiously watched as a practitioner of the ancient Chinese craft of feng shui paced the site for 30 minutes before giving his approval.

"I wasn't sure if he was a witch doctor or what," Mr. Lewen said. "I can tell you there were a lot of sweaty palms."

Long a tradition in the Far East, the millennia-old craft of feng shui (pronounced FUNG-shway) has begun to exert a subtle influence on the hard-edged world of real estate in America. Feng shui, which means "wind" and "water" in Chinese, is a blend of astrology, design and Eastern philosophy aimed at harmonizing the placement of man-made structures in nature.

Driven by the influx of investors from Hong Kong, Singapore, Taiwan

Continued on Page B4, Column 3

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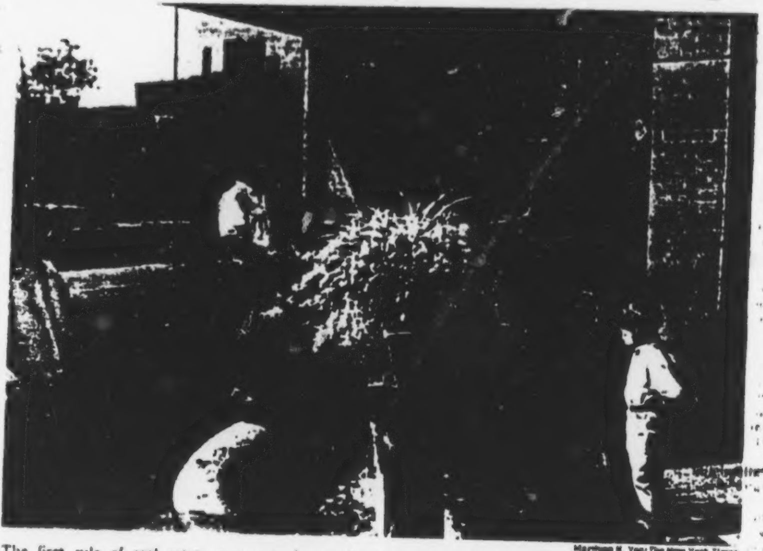
An Ancient Chinese Craft Shapes Modern Design

Continued From Page A1



Marilynn K. Yee/The New York Times

The first rule of real estate may one day read "Location, location, feng shui." With Far Eastern investment growing, developers are being called to pay attention to the craft of feng shui, which aims at harmonizing the placement of man-made structures in nature. Architects for the China Trust Bank in Flushing, Queens, listened and moved a two-foot-high water fountain into the cash machine vestibule.

and China, the use of feng shui has surfaced in the design and marketing of projects from mini-malls in Los Angeles to skyscrapers in Manhattan.

Its influence is more apparent in West Coast cities with large Chinese populations, like Los Angeles and San Francisco. Its impact on New York City's skyline is still barely perceptible: a rounded corner on a building, mirrors in hallways, oddly placed offices and blocked-off doorways — measures taken to manipulate the flow of qi.

But as more Chinese investors have come to the New York area, feng shui has become an increasingly familiar term to developers and designers. The former Gulf and Western Building on Columbus Circle, 40 Wall Street and the China Trust Bank in Flushing, Queens, are among projects in which developers called in feng shui experts to review the sites.

In West Orange, N.J., the developers of the Eagle Ridge residential development touted their project with full-page advertisements in Chinese newspapers featuring a Chinatown feng shui master, Tin Sun, who declared: "Its feng shui is unassailable!"

Even the $2.5 billion Riverside South project on the Upper West Side could include some elements of feng shui because of the entry of a group of Hong Kong investors as Donald J. Trump's new partners in developing the site. "It's just another element in which you can have the advantage over your competitors," Mr. Trump said. "Asians are becoming a big part of our market and this is something we can't ignore."

The theory behind feng shui is that a life force flows through all things — buildings, hills, rivers, power lines, people — and the manipulation of the force through the proper orientation of physical structures can enhance a person's luck, wealth and good health.

In the Far East, buildings with good feng shui can draw mobs of buyers eager to enhance their fortunes. Bad feng shui, in the opinion of a practitioner, can break a deal in a moment.

Although the craft, known as geomancy in English, originated at a time of rural villages and crude structures, feng shui masters say that analyzing the effect of modern phenomena, like elevator shafts, car traffic and air-conditioning ducts, follows the same principles.

In the basement of the Wing Fat Mansion in New York's Chinatown is the office of Master Tin Sun and his daughter Master Pun Yin, a Hunter College graduate in film production who has worked with her father since she was a teen-ager.

They both practice a traditional form of feng shui that relies on analysis of the physical attributes of a site using the luopan, or feng shui compass, and the astrology of the client to determine the most auspicious arrangement.

Master Tin Sun said that feng shui had nothing to do with superstition, but rather drew on common-sense rules of design that enhance sunlight and air flow through a building. But he added there was also a mystical component of sensing the flow that required a trained practitioner.

"It is metaphysics," said the master, who has his own weekly radio show on feng shui on a Cantonese-language station. "The rules are only the mechanics. The rest you must feel through meditation."

Each master has a different way of looking at a structure's feng shui. Lin Yun, a well-known West Coast practitioner who has lectured at the Library of Congress and Harvard University, said he had no use for the luopan and relied instead on his intuition to determine the flow of qi. Some use mirrors and crystals to alter the flow of qi; others reject the method as a silly gimmick.

For believers, feng shui can influence every aspects of their lives, from the selection of a grave to the orientation of their desk and bed.

But even nonbelievers say that using feng shui has become a business necessity in some cases because the practice is so important to some Chinese.

Edmund Yu, president of Kinson Properties, which is renovating the 1.1-million-square-foot office building at 40 Wall Street, said that even though he was an avowed nonbeliever, he still commissioned the construction of a $300,000 pool in the building's lobby on the advice of a feng shui master.

"It's like killing two birds with one stone," he said. "Other people will just see it as an attractive addition. But for the Chinese, when they see it, they will know."

Before embarking on a $230 million renovation of the Trump International Tower and Hotel, formerly the Gulf and Western Building, on Columbus Circle, Scott Coopchik, an executive managing director of the Galbreath Company, decided to call in Master Tin Sun for advice after hearing that many potential tenants could come from the Far East.

Whether architects will heed the master's advice to move the main entrance to the north and sheath the building in an earth-toned glass is still under discussion, but Mr. Coopchik added that developers may take advantage of the master's feeling that the northwest part of the buildings had the best feng shui, opening the possibility of marketing the normally less popular spaces at premium prices.

"If the marketing people are correct that 20 to 30 percent of our buyers will come from the Pacific Rim, we might as well respect their customs," Mr. Coopchik said.

Joseph S. Tarella, an architect with Greenfield, Sawiki, Tarella, was two months into the design of the $15-million China Trust Bank in Flushing when he was told that a feng shui master had advised moving the elevator shafts to a different side of the building and installing a two-foot-high water fountain in the cash-machine vestibule.

"We've never installed a fountain in an A.T.M. vestibule before," Mr. Tarella said. "But you have to be flexible if you want to work. Besides, I like it."

The increasing interest in feng shui has even prompted one designer, Ronald D. Chin, a third-generation Chinese-American architect, to open a company that specifically markets itself as using feng shui.

"Americans are really acknowledging there are other ways of looking at a space," he said. "I think they realize there should be a greater recognition of that intangible part of a space that deal with feelings and emotions."

But as feng shui becomes more popular, it also raises the possibility of creating new problems.

In Hong Kong, the Bank of China's 70-story tower has caused unease among the colony's feng shui believers, who say the building's sharp angles have caused bad feng shui for the area. Some residents have placed mirrors in their windows to deflect the evil energy supposedly coming from the building.

In some parts of Hong Kong, feng shui duels have emerged, with residents aiming mirrors at each other to reflect evil influences from buildings — a decidedly unharmonious development.

"You can be driving down a street and you see your headlights reflected all over the place," Ms. Rossbach said. "It can get very dangerous."

Nice Place, but How's the Feng Shui?

風水 The ancient Chinese craft of feng shui (pronounced FUNG-shway) is the practice of arranging surroundings to promote prosperity and harmony. Here are basic guidelines from Tin Sun, a feng shui master, for assessing the feng shui of an urban apartment.

EXTERIOR

- A building should not have its front door facing oncoming traffic. Cars and lights create negative forces that disturb the peace.

- There should not be any sharp objects or corners facing a doorway of a building or apartment. The corners are like arrowheads, shooting negative energy toward the building and its tenants.
- One should avoid facing glass buildings. The buildings would absorb the negative energies of their surroundings and reflect them back.

- If a building is on a hill, the back of the building should not be on the lower part of the slope. It would be like a chair without back support — the energy would roll down the hill.
- It is not advisable to have bridges in close proximity. They create tension and negative forces.

INTERIOR

- An apartment should not be next to or facing an elevator, especially if one hears the mechanics of it. The humming of the elevator machinery disrupts the flow of qi, or life force.
- When one enters an apartment, the stove should not be visible. It can turn happiness into sorrow because of its concentration of fire, which disturbs the peace of the space. This is a common cause of family problems.

- An apartment should not be next to or facing a garbage disposal chute, which draws away energy from the apartment. Heavy traffic around the chute also disrupts peace.

Fulbright 1994/Diedrich (Shelter)

Name:________________
Date:________________
Class:________________

New York Times-"Ancient Chinese Craft Reshaping Design and Sales in the United States"

1. Who wrote this article?

2. When was the article written?

3. What is "Qi?"

4. What is "feng shui?"

5. What is blended into feng shui?

6. Why are US. Realtors experiences this movement toward feng shui?

7. Where is feng shui's influence greatest? Why?

8. Give two examples of buildings in New York City that are under consideration for purchase by Chinese.

9. Explain, in your own words, the theory behind feng shui?

10. What is feng shui known as in English?

11. What is a luopan?

12. What are the two elements that Tin Sun uses to determine a place's feng shui?

13. Why does Tin Sun believe that feng shui has nothing to do with superstition?

14. Explain how Edmund Yu of New York feels about feng shui?

15. Explain why Ronald D. Chin has started a company that specifically markets feng shui services?

16. What problems has feng shui caused for Hong Kong's Bank of China building?

Chinese homes become castles of comfort

THE number of city residents who have metal security gates is not only an indicator of the threat of urban crime. Chinese people have much more possessions worth protecting than they ever used to own.

Individual private property holdings have increased rapidly since 1978 when the country adopted the policy of reform and opening to the outside world.

During the 1960s and 70s, Chinese households considered a radio set, sewing machine, wrist watch and a bicycle to be the four major items of private property. They were regarded as the four big belongings that a bridegroom should offer his new wife. By the mid-1980s, however, the four major possessions had gone up-market and high-tech. They included a TV set, a refrigerator, a tape recorder and an electric fan. The Chinese yearning to make his home a comfortable castle continues with the current acquisition of air-conditioners, video recorders, motorcycles, cars, stocks, insurance policies and, the ultimate status symbol, one's own car and apartment.

Latest official statistics say Chinese citizens possess more than 2,000 billion yuan ($230 billion) in financial assets. By the end of 1993, total savings by Chinese citizens amounted to 1,400 billion yuan ($162 billion). This indicates that individual savings are the major source of bank funds.

In addition, citizens also had 500 billion yuan in cash in hand, 400 billion yuan invested in stocks and securities and 4.5 million credit cards.

Chinese citizens possess more foreign currency than ever before. At the end of last April, their foreign exchange savings accounts surpassed $10 billion.

A survey of 180 million farm households in 1992 showed that on average, each family owned property worth 6,280 yuan ($713) and big farm tools, transport tools and industrial equipment worth 1,644 yuan ($189). In Tianjin's rural outskirts, one-tenth of the farm households possess big farm or transport equipment such as a truck and tractor.

Private property

A survey by the Tianjin municipal government last year found that on average, each urban household owned 12,600 yuan ($1,448) worth of private property. This comprised nearly 8,000 yuan in material goods and 5,000 yuan in savings accounts. Excluding the Special Economic Zones, Tianjin ranks fourth behind Shanghai, Guangzhou and Beijing in the income of its urban residents.

Gao Yan of Tianjin, recently spent 20,000 yuan ($2325) on decorating the house allotted by his work unit. He recalled that in the 1970s, he and his wife earned less than 100 yuan ($11) per month and they only possessed a radio set, a bicycle and several pieces of furniture.

The family's current income is in excess of 3,000 yuan ($348) every month. They now have a host of electricals and a motorcycle. Besides, the family also has savings in bank accounts and stocks.

The rise in personal ownership has created an insurance market for household property. At the end of last year, half of all households had property insurance cover.

Professor Li Lianjin, who has long been studying the private economy in China, attributed the rapid increase in the Chinese people's private property to the government's policies of encouraging the people to prosper and of respecting and safeguarding private property.

In the 20 years before 1978, the Chinese Government limited ownership to the whole people and restricted the private economy.

After the launch of reforms in the late 70s, the private economy resumed its legal position. The household contract responsibility system was popularized throughout rural areas. Provisions concerning the safeguarding of individual property were included in the Constitution in 1988.

The laws and regulations promulgated in its wake also stipulated that citizens should enjoy complete rights of owning, utilizing, profiting from and disposing of their legal private property. Although the publicly-owned sector still dominates the country's economy, the private economy has made enormous strides in recent years.

By last September, there were 210,000 registered privately-owned enterprises with total registered funds of more than 40 billion yuan ($4.6 billion).

Nowadays, signs of the private economy are visible everywhere. Among the 140,000 shops and markets throughout Beijing, some 80 per cent are managed by individuals. About 80 per cent of the meat, eggs, fowl, fish, vegetables and fruit residents consume daily are supplied by privately-owned enterprises or individual pedlars.

Chances

As Chinese' people have accumulated personal property through hard work over the last 12 years or so, they have also created chances for their own development. Their concept of values has also changed dramatically. Those who have prospered through hard work win respect from all sectors of society.

To date, 5,400 owners of private firms have been elected as deputies to the People's Congresses above county level. A further 8,500 have been elected members of committees at various levels of the Chinese People's Political Consultative Conference (CPPCC), a consultancy body to the National People's Congress.

Professor Li holds that more freedom in the economy and the increase of private property ownership has given the Chinese people more room and better conditions for fulfilling their individual potential. Meanwhile, the expansion of personal investment also shows confidence in the future of the country.

Professor Li also pointed out that although the income and private property of the 1.2 billion Chinese population have increased in general, some 80 million still live at subsistence level.

Therefore, the government has encouraged those better-off people to help the poor and has taken various measures to avoid any widening of the gap between the rich and the poor so as to maintain social stability and development.

Wang Hui, vice-president of the Chinese Society of Sociology, predicted that with the establishment of a socialist market economy, the country's economy will continue to grow quickly and the Chinese people's private property will further increase by large margins. Since the government will rely more and more on economic and legal means and relinquish administrative means for running the country, it will pay more attention to the people's interests while making policies. (Xinhua)

China Daily
7/13/94

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Fulbright 1994/Diedrich (Shelter)

Name:_________________
Date:_________________
Class:_________________

China Daily-"Chinese Homes Become Castles of Comfort"

1. What two things do the growing number of metal security gates tell us about urban China?

2. What was considered to be the four major items in a house in the 1960's and 1970's?

3. What are the four major items in a house in the mid 1980's?

4. What is the ultimate status symbol for the Chinese today?

5. How many credit cards do the Chinese have?

6. How much property in yuan (the Chinese currency) does the average farm household own? In US dollars?

7. How much property is yuan does the average urban household own? In US dollars?

8. How much did Gao Yan Of Tianjin make per month in the 1970's? What did his family own then?

9. What is his families income today? What does his family now own?

10. Why is there an increase in private property ownership according to Professor Li Lianjin?

11. What did the Constitution of 1988 allow the citizens of China to do?

12. In September, 1994 how many privately owned enterprises were registered?

13. Who owns the majority of shops in Beijing?

14. How many Chinese are still living at subsistence (barely getting by) level?

15. What has the government encouraged the better-off people to do for the poor? Why?

Fulbright 1994/Diedrich (Economy)

Dear Marco;

Well I've really enjoyed writing these letters about modern China. I hope that they are helping you understand all that has changed and is happening in the People's Republic of China. This letter will discuss the economy of China today. Economics is the study of trade, money and the interactions of people and their choices.

In the United States our basic unit of trade in the US Dollar. China uses the Yuan. The average person in the United States makes about $22,000. In the People's Republic of China the average income is 9,600 Yuan or $12,000 US Dollars.

Change in China's economy is the biggest issue. In 1978 Deng Xiaoping, the leader of China set in motion a series of economic reforms that led to what is known as the socialist market economy(1992). The controlled economic polices from 1949-1978 led China to be a backward, semi-colonial nation. So in December, 1978 the Four Modernization's were put in place to bring China up to world economic standards. The Four Modernization's are:

1. Industry
2. Agriculture
3. Defense
4. Science and technology.

In urban areas this reform is known as the contract system of responsibility. This became common in 1987. This contract placed more emphasis on production, quality control, profits and benefits than ever before. There is a movement to combine state and private business in order to keep control over the businesses while giving individuals the freedom to have growth and use capitalist policies. There are four types of combined businesses. They are:

1. Collective ownership- Here a business is owned by a group of individuals that are Chinese.

2. Private ownership- Here a business is owned by one person who is Chinese.

3. Sino-foreign Joint-ventures- Here a business is owned by a Chinese company and a foreign company. The foreign company brings the capital while the Chinese company provides the infrastructure, market and labor.

4. Exclusive Foreign Ownership- This is when a company is owned completely by a foreign company.

With the urban area reforms, companies such as Kentucky Fried Chicken, MacDonalds, Coke, Pepsi, Pizza Hut, Hard Rock Cafe and many other international companies that are becoming very popular in China.

Rural reforms were based on the household contract system which is an agreement with the government to produce a certain amount of a product and then the surplus, or extra, can be sold for personal profit. Since the beginning of the household contract system there has been a 50% increase in production of agricultural products.

Price reforms were the next necessary step in improving China's economy. Before 1978 97% of all pricing was controlled by the government. Since 1978 there has been a gradual reduction of price control. Now only 25% of products are sold at the "recommended price" and 45% of products are sold at there true market price. Price reform is creating a new middle class that is growing each day.

The final reform was a movement toward global expansion and investment in China. During the 1980's the Chinese government developed Special Economic Zones in the Guangdong and Fujan provinces in order to encourage foreign investment in China. There are special incentives to bring companies into these zones. Since the 1980's these zones have been expanded.

So Marco, a communist country is attempting to set up a capitalist economy. It is difficult because the normal developmental pattern of nations has shown that with limited economic freedom the people will want political freedom. This is a huge question in China's future: will economic freedom lead to political freedom? What will this do for the stability of China?

Well take care!

Your Friend From the Future.

Name:________________
Date:________________
Class:________________

Shanghai Cab Driver Activity

This actvity is designed to show how ä family in China has to budget their money in order to survive. This is based on a true story. You are a cab driver in Shanghai. Your work schedule is a twenty hour day from 6 AM-2AM every other day. The cab you drive is shared with one other driver who drives on opposite days. The cab is owned by a local hotel. You and your partner must pay the hotel 10,000 yuan a month. You are 44 years old, with an unemployed wife and a 13 year old son. You have been a taxi driver for 24 years. On an average month you bring home, after paying the hotel, 1,750 yuan a month. Now create a monthly budget for you and your family. You must buy the items in bold print!! On your own paper write down what you bought, how much it cost and subtract it from your total income of 1,750 yuan. Here are the things you may purchase:

Food

You must buy 20 bottles of something to drink.
You must buy 10 pounds of meat or fish.
You must buy 25 pounds of vegetables.
You must buy 1 bottle of soy sauce.
You must buy 40 pounds of rice.

Watermelon	5 yuan	1 pound of beef	18 yuan
Cabbage	5 yuan	1 pound of pork	18 yuan
Ginger	3 yuan	one fish	10 yuan
Garlic	3 yuan	peanut oil for wok	10 yuan
Garden veggies	8 yuan	1 pound of chicken	18 yuan
Onions	5 yuan		
Soy sauce	10 yuan		
Rice 20lbs	35 yuan		

1 pound of tea	16 yuan	beer- 2 bottles	8 yuan
Soda -2 bottles	8 yuan	water- 2 bottles	5 yuan

House Expenses
You must pay all these.

Rent 350 yuan coal for fuel 30 yuan
Electricity 30 yuan

Taxi cab expenses
You must pay all of these.
Gas for month, 2.5 yuan per gallon, you need 40 gallons.
General car maintainece, 20 yuan.

Personal expenses

Soap	3 yuan
deoderant	3 yuan
toothpaste	3 yuan

Other expenses, these are optional

Night out for dinner	35 yuan
School supplies	5 yuan
Donations to temple	5 yuan
Movie	8 yuan per person
Book	12 yuan per book

Fulbright 1994/Diedrich

Name :__________________
Date:__________________
Class:__________________

China Daily- China Stock Listing,June 27-July 1, 1994

1. How many stocks are on the Shenzhen Securities Exchange,
A Shares?____________
B Shares?____________

2. How many stocks are on the Shanghai Securities Exchange,
A Shares?____________
B Shares?____________

3. Look in your local newspaper's business section, how many stocks are on the:
New York Stock Exchange:______________
American Stock Exchange:______________
NASDAQ:______________.
You can estimate this by counting the number of stocks in a column and then multiplying the number of columns on the page.

4. What is the main difference in the U.S. Exchanges and China's? What does that tell you?

5. On the China Stock Listing, which A Share had the greatest loss?

6. On the China Stock Listing which A Share had the greatest gain?

7. On the China Stock Listing which B Share had the greatest loss?

8. On the China Stock Listing which B Share had the greatest gain?

9. In what currency are the A Shares on the China Stock Listing?

10. In what two currencies are the B Shares on the China Stock Listing?

11. What was the high and the low price for the following A Shares:

China Bicycles
Chinwan Wharf
Dongfang Hotel

Monkey King
Wuhan Store
Dazhong Taxi

Dragon Head
No. 1 Food Store
Xiamen Auto

CHINA STOCK LISTING

June 27- July 01,1994

A SHARES

in RMB yuan

Shenzhen Securities Exchange

Stock	Last week			Change	Volume
	high	low	close	%	(10,000)
An Da Industry	5.80	5.40	5.41	-9.08	55.18
Anhui Energy	3.80	3.45	3.47	-6.72	281.51
Baiyunshan	5.54	5.13	5.13	-8.56	114.71
Bada	2.80	2.75	2.76	-8.28	105.54
Baoyan	3.76	3.37	3.38	-13.90	84.22
Bao an Enterprise (Group)	5.35	5.16	5.18	-3.17	766.87
Baoheng	3.70	3.40	3.41	-9.65	83.54
Century Xingyuan	3.38	3.00	3.01	-8.08	74.15
Chemical Fibre	2.96	2.88	2.88	-6.46	133.73
Chengdu Power	4.60	4.30	4.33	-4.63	80.11
China Bicycles	5.46	5.00	5.02	-8.71	80.70
China Merchant Port	4.70	4.45	4.47	-6.76	38.38
Chiwan Wharf	3.90	3.70	3.86	-5.47	82.97
Chongqing Development	3.32	3.05	3.05	-13.38	41.67
Chuan Chongqing	3.00	2.80	2.84	-7.10	174.00
Chuan Liaojiao	7.90	7.00	7.04	-12.11	116.00
Dasong	3.06	2.88	2.88	-3.27	88.78
Desheng	6.40	5.15	5.16	-20.28	133.78
Development Bank	13.80	13.16	13.20	-4.25	150.24
Dongfang Hotel	4.50	4.25	4.32	-7.10	71.33
Energy	3.80	3.18	3.18	-18.28	66.38
Fiyta	8.46	8.00	8.02	-8.07	27.02
Fuda	3.61	3.14	3.14	-13.38	86.35
Fuhua	4.66	4.18	4.20	-11.02	154.78
Gansu Changfeng	2.95	2.71	2.73	-7.46	124.20
Guangdong Huafeng	7.20	6.50	6.56	-8.74	98.08
Guangdong Lighting	10.20	9.88	10.01	-2.25	70.80
Guangdong Power	5.40	1.27	5.12	-5.08	88.00
Guangdong TCL	5.56	5.25	5.25	-4.86	106.00
Guangzhou Hengyun	4.00	3.48	3.46	-14.81	124.60
Haida	4.00	3.77	3.78	-5.25	22.36
Hafei Maran	5.60	5.30	5.30	-4.03	80.78
HK & Macao Properties	3.80	3.50	3.62	-26.82	147.78
Huabao	5.56	4.80	4.81	-12.32	156.85
Huafa Industry	3.57	3.20	3.23	-7.18	32.77
Huayuan Industry	5.80	5.48	5.50	-7.87	56.25
Jianghong	3.00	2.83	2.83	-6.60	237.81
Jiangsu Materials	4.80	4.56	4.58	-6.78	207.83
Jinhu	4.14	3.75	3.76	-8.18	120.87
Jintian Industry	5.86	5.45	5.48	-8.67	101.42
Jinjing Development	4.70	4.38	4.40	-8.38	38.37
Konka Electronic (Group)	6.01	5.65	5.73	-4.66	100.72
Laoyingzi	4.01	3.60	3.60	-27.71	86.31
Lihua	6.56	6.10	6.16	-8.01	131.04
Liu Kung	6.70	6.10	6.10	-10.03	84.08
Lonbay	4.75	4.28	4.30	-10.42	61.90
Liaoning Materials	3.50	3.30	3.31	-7.28	114.00
Liao Fangtan	3.85	3.45	3.48	-10.29	134.19
Meili	7.18	6.72	6.78	-7.24	123.61
Meiya	6.77	6.35	6.36	-7.83	166.24
Mindong Electric	3.43	2.80	2.87	-8.28	108.10
Minyuan	6.05	5.50	5.51	-10.26	85.18
Mankay Kung	3.81	3.48	3.48	-7.94	888.74
New Energy					
Ningbo Tanhong	3.07	2.88	2.90	7.05	46.36
Pearl River	6.05	5.40	5.46	-9.90	102.80
Petrochemical (Holdings)	4.40	4.00	4.07	-30.07	27.27
Properties & Resources	5.51	5.00	5.36	-1.47	125.67
Qian Kaili	3.56	3.25	3.27	-10.66	86.18
Qinggong	2.96	2.72	2.72	-8.72	71.08
Qiong Huada	5.70	4.90	4.96	-13.60	115.87
Qiong Haiyao	5.35	4.90	4.90	-10.91	112.58
Qiong Nanyang	5.10	4.50	4.80	-4.85	208.02
Sai Chemical	3.22	2.90	2.81	-10.48	124.25
Sangde	4.00	3.40	3.42	-10.24	62.07
Sanshan	2.97	2.70	2.79	-7.31	136.56
Shaanxi Jiatong	3.30	3.03	3.06	-8.83	56.46
Shaanxi Mingsheng	2.95	2.76	2.85	5.32	70.71
Shaanxi Quzhou	4.30	3.74	3.77	-8.27	67.66
Shatongde	3.30	3.18	3.18	-5.07	170.18
Shantou Power	4.65	4.28	4.28	-8.13	83.01
Shenbao	3.40	3.04	3.08	-10.72	12.54
Shenzhen Real Estate	3.92	3.70	3.81	-15.52	173.84
Shenzhen Jindu	3.15	3.00	3.05	-4.30	106.80
Shen Zhong	8.35	7.90	7.96	-4.70	47.50
Shihua	3.61	3.38	3.39	-8.36	188.36
Southern Glass	5.57	5.10	5.18	-4.25	63.11
Tai	3.73	3.31	3.32	-11.70	73.73
Technology	5.12	4.84	4.84	-11.91	54.74
Tenda	3.60	3.40	3.40	-8.11	33.34
Tianjin Garment	4.10	3.79	3.80	-8.66	123.87
Tianjin International Store	3.14	2.68	2.70	-12.62	164.80
Touth	2.85	2.77	2.80	-6.04	88.56
Vanke	5.56	5.11	5.13	-8.20	138.21
Victor Onward Textiles	3.61	3.28	3.21	-13.71	22.86
Wanjia	4.40	4.06	4.01	-8.88	80.17
Wandongchao	3.50	3.30	3.20	-10.00	28.71
White Dove	3.15	3.00	3.02	-3.51	218.31
Wuhan Phoenix	3.86	3.58	3.58	-10.50	106.45
Wuhan Store	4.00	3.66	3.68	-7.48	96.73
Xinhengan	3.48	3.25	3.31	-6.43	137.18
YB	4.10	3.87	3.88	-6.27	27.32
Yugong Taibei	3.00	2.69	2.73	-10.46	109.30
Ye Bellen	3.56	4.11	4.13	-12.13	40.36
Zhenye	10.00	7.66	7.66	-40.60	70.84
Zhiyan	2.26	2.70	2.70	-8.40	122.31
Zhongchu	5.10	3.50	3.52	-30.98	51.66
Zhong Kejian	4.86	4.30	4.30	-11.56	46.27
Zhongjian	3.60	3.27	3.33	-6.77	46.78
Zhongyi	3.07	2.92	2.95	-4.63	214.48
Zhongyuan	3.46	3.16	3.14	-6.90	76.73

Shanghai Securities Exchange

Stock	Last week			Change	Volume
	high	low	close	%	(10,000)
3F	5.81	5.20	5.21	-13.17	51.77
Aijian	6.60	6.40	6.48	-7.18	28.30
Aishi	11.27	10.00	10.06	-10.67	276.42
Anshan Xinhua	7.58	7.12	7.18	-6.30	280.14
Anshan Yigong	2.21	2.10	2.14	-1.83	162.60
Audio & Video	3.61	3.33	3.36	-6.66	46.20
Auto Department	3.15	3.00	3.10	-1.56	22.16
Beihu	3.35	3.10	3.21	-5.31	220.00
Bomian	2.79	2.62	2.70	-2.88	568.27
Boren	5.64	5.13	5.15	-8.01	300.30
Beihe	4.69	3.82	3.80	-22.31	820.70
Changchun Store	3.22	3.03	3.10	-0.63	101.45
Chengdu Store	5.51	5.20	5.20	-5.60	47.80
Chengdu Gongyi	2.05	2.66	2.60	-11.63	114.40
Changlong	2.80	2.64	2.68	-5.96	106.18
Changmao	5.78	5.51	5.51	-5.97	101.07
China Textile Machinery	4.25	3.97	4.02	7.16	471.34
Chlor-Alkali	4.36	4.00	4.01	-8.88	24.48
Chongqing Wanli	8.56	8.02	8.10	-5.00	132.00
Chunlan	11.08	10.57	10.80	-0.06	206.38
Dajiang	8.14	7.91	7.58	-8.25	80.18
Dalian Store	4.18	4.00	4.03	-4.73	58.18
Dazhong Taxi	8.78	8.18	8.46	-3.58	14.36
Dongbei Huabao	3.00	2.52	2.62	-2.01	116.70
Dongfang Enterprise					
Dongfang Pearl	21.00	18.51	18.51	-8.51	96.83
Dragon Head	2.40	2.29	2.30	7.63	86.07
Electric Apparatus	2.67	2.48	2.56	-3.04	42.06
Feile Acoustics	6.50	6.38	6.38	-10.47	184.66
Feilo Electric	5.14	4.62	4.66	-11.91	256.56
Fenghua	5.69	5.06	5.31	-12.11	38.11
Forward	6.50	6.03	6.20	-6.71	180.13
Fridge Compressor	6.85	6.40	6.60	3.05	27.04
Fujian Cement	3.71	3.40	3.45	-8.40	60.02
Fujian Yaohua	5.30	5.08	5.10	-4.14	54.38
Fulian	4.30	3.81	3.85	-12.10	44.36
Fuzhou Dongbai	3.98	3.51	3.55	-5.58	58.42
Gangyun	6.60	6.20	6.29	-10.14	18.61
Gongfeng	7.78	6.58	6.60	-7.60	40.16
Guanghua	2.02	1.80	1.87	-11.28	151.15
Guangzhou Pearl River	5.80	5.35	5.38	-8.50	84.08
Guangzhou Shipyard	2.41	2.30	2.33	-4.51	156.33
Guide	7.78	6.86	6.98	-12.41	43.57
Guomao	11.78	11.25	11.40	-4.60	37.10
Hangzhou Jiebai	5.86	5.01	5.30	-6.36	633.11
Haixin	12.00	11.48	11.50	-4.17	20.07
Harbin Tian e	6.37	5.72	6.25	3.31	481.86
Harbin Pharmaceutical	3.25	3.10	3.11	-8.81	128.88
Hexian	4.05	3.68	3.80	-5.57	90.18
Hebei Wanyuan	3.30	3.07	3.08	-7.23	40.74
Hecheng	1.94	1.80	1.80	5.05	311.83
Hebei Huayou	2.02	1.85	1.83	-5.85	183.88
Henan Shenma	5.50	4.55	4.85	-10.40	86.81
Huadong	8.78	8.15	8.15	-8.73	30.80
Hualian Store	7.10	6.80	6.83	-4.74	28.41
Huangpu Real Estate	9.15	8.32	8.45	-9.83	22.13
Hubei Huaxin					
Huchang Special Steel	2.20	2.08	2.08	-6.70	127.23
Jiabao	8.60	7.65	7.66	-10.00	56.83
Jiafeng Cotton	3.18	2.82	2.82	-6.60	64.23
Jianfeng Group	2.94	2.77	2.83	-3.08	84.58
Jiangsu Yueda	9.40	8.70	9.35	5.06	130.42
Jielong	20.75	18.18	20.01	-20.00	418.06
Jinan Moped	5.10	4.82	4.86	-4.66	82.87
Jinan Store	3.08	2.87	2.92	-3.63	115.38
Jinbei Auto	1.63	1.85	1.88	-2.08	307.46
Jinjiang Tower	6.38	5.87	6.01	-6.53	46.41
Jinqiao	10.78	10.00	10.06	-6.57	287.47
Jinling	5.66	5.06	5.10	-4.40	28.30
Johnson & Johnson	10.87	9.78	10.00	-6.83	40.41
Kunming Tool	2.58	2.43	2.44	-6.63	107.80
Lansheng	7.78	7.12	7.18	-9.33	81.87
Ladan	4.30	3.96	4.02	-3.37	77.87
Lianghua	9.00	8.63	8.63	-11.08	32.41
Lianhua	8.18	7.30	7.30	-13.10	23.18
Lianxing	8.54	8.01	8.01	-7.72	18.38
Liaoyuan Daheng	4.86	4.60	4.72	1.61	618.01
Light Industrial Machinery	3.38	3.15	3.28	-2.90	23.13
Lingqiao	7.84	7.10	7.18	-8.34	88.28
Lengguang Industry	6.33	6.00	6.04	-7.38	106.82
Lujiazui	14.41	13.73	14.08	-0.71	212.30
Ma anshan Steel	1.88	1.80	1.84	-0.66	770.88
Mengdian3 80	3.88	3.17	3.22	-6.67	768.85
Nanjing Dept. Store	4.38	4.00	4.14	-0.33	138.86
Nanning Taxi	4.46	4.12	4.15	-6.74	238.80
Nanyang	6.00	5.66	5.71	-7.00	36.87
Narcissus Electric	6.28	5.75	6.14	-0.87	84.24
New World	6.37	5.66	6.01	-4.71	25.30
Ningbo Huaxin	3.66	3.66	3.66	-6.00	135.71
No. 1 Food Store	7.56	7.20	7.28	-10.56	17.22
No. 1 Dept. Store	7.25	6.80	7.02	-3.84	28.60
No. 1 Pencil	5.65	5.15	5.18	-0.88	22.13
No. 2 Textile Machinery	4.28	3.70	3.85	-4.70	142.84
No. 8 Store	6.80	6.11	6.22	-6.81	20.62
Nongkai	11.48	9.85	9.88	-14.72	70.16
Phoenix Chemical	5.10	4.50	4.50	-15.00	38.00
Post & Telecom	6.17	5.55	5.80	-5.48	23.22
Pudong Dazhong	6.88	6.21	6.25	-8.04	47.16
Qingdao Haier	3.40	3.18	3.28	-4.60	165.74
Rubber Belt	7.60	7.25	7.26	-6.70	61.13
Rubber Tyre	6.00	5.38	5.48	-10.21	14.67
Sea Bird Electron	7.50	7.01	7.06	-4.36	34.90
Shangchai	7.00	6.48	7.49	-4.50	82.64
Shanghai Petrochemical	1.84	1.73	1.74	-4.45	228.48
Shanghai Phoenix	7.06	6.70	6.83	-13.23	44.03
Shanghai Sanmao	6.00	5.50	5.50	9.80	38.93
Shangling	7.95	7.40	7.65	-3.15	40.47
Shangye	10.20	9.31	9.38	-10.20	53.02
Shanxi Forge	3.58	3.30	3.37	-4.13	180.38
Shidong Beds	3.68	3.45	3.46	-13.72	382.88
Shenda	3.48	3.25	3.30	-5.17	62.87
Shenergy	4.48	4.13	4.20	-7.00	68.08
Shenhua	6.10	5.55	6.00	-7.82	98.73
Shizhuang	6.88	6.20	6.32	-5.95	36.15
Shuanglu Electric	5.40	4.83	4.86	-9.90	38.58
Sichuan Changhong	8.50	8.07	8.10	-5.41	253.84
Sichuan Jinding	6.50	6.20	6.20	-5.41	201.54
Sichuan Er Iron	2.38	2.20	2.27	-4.82	180.67
Siyao	7.18	6.77	6.86	-7.18	38.88
Special Steeltube	4.35	4.03	4.05	-9.80	70.97
Southwest Medicine	7.90	7.11	7.10	-10.00	274.38
Suobao	7.78	7.10	7.16	-8.37	36.68
Taiji Industrial	4.30	2.12	2.18	-1.36	118.21
Tianjin Card	5.28	5.03	5.03	-7.02	61.08
Tianjin Quanye	2.89	2.66	2.80	-3.34	103.01
Tianrong Industry	5.86	5.40	5.56	-2.06	803.01
Tianmu	4.00	3.50	3.80	13.58	112.81
Tongbao Store	4.77	4.51	4.56	-4.20	255.77
Tongyi Rug	10.00	9.02	9.23	-10.21	81.22
Tsingtao Beer	4.20	4.10	4.20	-6.48	117.08
United Textile	5.32	5.00	5.02	-7.80	34.82
Vacuum Electron	2.50	2.38	2.38	-3.93	84.44
Waigaoqiao	18.28	17.60	17.71	-1.61	81.85
Wangchunhua	9.38	9.00	9.14	-4.40	31.97
Wangfang	6.81	6.60	6.80	5.71	146.78
Wanxiang	8.48	8.00	8.00	-8.10	53.43
Wingsung	12.54	12.03	12.30	-6.46	22.02
Wuhan Changyun	4.68	4.10	4.10	-11.45	184.77
Wumao	10.80	10.03	10.00	-8.23	41.40
Xiamen Auto	6.75	6.40	6.45	5.18	72.08
Xiamen Guotai	9.67	8.87	9.00	9.73	151.03
Xiamen Xiagong	4.80	4.50	4.54	6.26	[illegible]
Xi an Huanghe	6.27	5.70	6.15	[illegible]	321.42
Xingye Real Estate	10.55	10.00	10.12	6.81	[illegible]
Xinya Fast Food	5.33	4.55	4.66	[illegible]	217.61
Yanzhong	7.70	6.80	6.80	[illegible]	256.80
Yaoyi	6.80	6.30	6.30	6.47	29.68
Yatong	7.60	6.95	6.95	[illegible]	67.41
Yimin	14.00	12.75	13.70	[illegible]	79.14
Yingguang	7.20	6.80	6.80	[illegible]	44.31
Yongjiu	7.66	7.07	7.07	[illegible]	28.54
Yongsheng	8.40	7.35	7.40	[illegible]	410.55
Youyi	6.77	6.11	6.30	[illegible]	26.02
Yuehua	3.40	3.10	3.20	[illegible]	62.37
Yuyuan	8.14	7.72	7.80	5.42	93.25
Zhejiang Zhonghua	3.70	3.01	3.62	5.40	86.77
Zhongbei	6.41	6.01	6.20	4.61	172.56
Zhongchang	9.20	8.64	8.64	6.11	30.77
Zhongchuan	8.30	7.02	7.45	13.27	69.86
Zhonghua Enterprise	6.45	6.06	6.11	5.10	14.28
Zhongxi Yaoye	7.10	6.52	6.55	6.54	58.47
Zigong Carbon	5.18	4.75	4.80	9.06	190.27
Zipi	7.00	6.60	6.60	5.18	78.06

B SHARES

Shenzhen Securities Exchange

in HK dollars

Stock	Last week			Change	Volume
	high	low	close	%	(10,00
China Bicycle	6.25	6.20	6.20	0.00	31.4
China Merchant Port	6.25	6.00	6.25	0.64	12.6
Chiwan Wharf	3.61	3.57	3.57	[illegible]	6.4
Fiyta	4.25	4.20	4.25	[illegible]	[illegible]
Huafa Electronics	1.85	1.85	1.85	[illegible]	1.0
Jintian	3.58	3.35	3.40	[illegible]	21.2
Konka Electronic	6.10	6.00	6.10	[illegible]	[illegible]
Lihua	4.55	4.40	4.50	[illegible]	223.0
Petrochemical					
Properties & Resources	3.61	3.50	3.50	[illegible]	136.6
Shenbao	2.10	2.10	2.10	[illegible]	0.8
Shenzhen Real Estate	3.09	2.96	3.00	[illegible]	21.0
Southern Glass	[illegible]	6.30	6.30	0.00	2.8
Tai					
Tsann Kuen	4.70	4.30	4.50	[illegible]	[illegible]
Vanke					
Victor Onward Textiles					
YB					
Zhongchu					

Shanghai Securities Exchange

in US dollars

Stock	Last week			Change	Volume
	high	low	close	%	(10,000
China Textile Machinery	0.20	0.17	0.18	[illegible]	[illegible]
Chlor Alkali	0.24	0.23	0.23	[illegible]	[illegible]
Dajiang	0.57	0.55	0.55	[illegible]	[illegible]
Dazhong Taxi	1.18	1.08	1.08	[illegible]	[illegible]
Erfangji	0.32	0.29	0.29	[illegible]	[illegible]
Forever	0.40	0.38	0.36	[illegible]	[illegible]
Fridge Compressor	0.31	0.31	0.31	[illegible]	[illegible]
Haixin	0.66	0.63	0.66	[illegible]	[illegible]
Hero	0.36	0.35	0.35	[illegible]	[illegible]
Jinjiang Tower	0.70	0.70	0.70	[illegible]	[illegible]
Lianhua	0.45	0.45	0.45	[illegible]	[illegible]
No. 1 Pencil	0.27	0.24	0.25	[illegible]	[illegible]
Phoenix	0.58	0.57	0.57	[illegible]	[illegible]
Pudong Jinqiao	0.85	0.81	0.83	[illegible]	[illegible]
Rubber & Tyre	0.55	0.52	0.52	[illegible]	[illegible]
Rubber Belt					
Sanmao	0.48	0.47	0.48	[illegible]	[illegible]
Sewing Machine	0.47	0.44	0.46	[illegible]	[illegible]
Shangchai	0.84	0.81	0.82	[illegible]	[illegible]
Shangling	0.68	0.66	0.68	[illegible]	[illegible]
Vacuum Electron	0.14	0.14	0.14	[illegible]	[illegible]
Waigaoqiao	0.74	0.65	0.68	[illegible]	[illegible]
Wingsung	0.30	0.30	0.30	[illegible]	[illegible]
Yaohua	1.06	1.02	1.06	[illegible]	[illegible]
Yaoyi	0.54	0.50	0.51	[illegible]	[illegible]

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Fulbright 1994/Diedrich (Archeology)

Dear Marco:

This letter discusses a relatively new science called archeology. Archeology is the study of material remains of earlier people. Chinese archeology became very popular in the early 19th Century and into the 20th Century. I'll divide Chinese archeological finds into six periods.

The earliest artifacts with writing were found in China are called "dragon bones," bones with inscriptions. The inscriptions are in an ancient pictograph script. Each bone described early Chinese rituals. These "dragon bones" date back to 1200-1050 BC and were first found in the 19th Century AD.

The Neolithic Period(ca. 5000-2000 BC) is defined by the man made tools found before the development of metal. The Ban PO Archeological Site found just outside of the city of Xi'an is one of the most complete Neolithic sites found in the world. It was first excavated in 1953 AD. At this site 10,000 artifacts were found. The most interesting where the red clay vessels with painted designs made of black and burgundy. Other artifacts found were weapons; bow and arrow, 2 clay balls with a string that can be thrown for hunting, nets and fish hooks.

Many of the Ban Po artifacts have similar paintings as the early people of my region in North America, as well as Minoan paintings from the island of Crete in Europe. It raises the question of spontaneous civilizations theory. This theory states that all early civilizations would develop independently with similar characteristics. Another theory is based on the idea that there was contact between these civilizations and a transfer of ideas, art and other parts of culture.

The third period I'd like to discuss Marco, is known as the Bronze Age (1700-1050 BC). The Chinese today call this period the Shang Dynasty. This dynasty was shown to exist in the 1930's with the discovery of Anyang in the northern part of the Henan Province. From 1300-1050 BC Anyang was the capital of the Shang Dynasty. The remains of a bronze and pottery workshop. The most important and useful find was the remains of the ancient palace. From these remains archeologists were able to determine that they performed human sacrifices, created jade and bronze vessels. Ancestor worship was also an important part of this early culture.

The next period in Chinese archeology is also part of the Bronze Age known as the Western Zhou Dynasty from 1050 BC-771 AD. This group lived in the Wei River valley which is a tributary near Xi'an with many artifacts similar to the Shang Dynasty. Their government was ruled by a group of feudal lords, similar to the feudal lords of the Middle Ages in Europe. The most important artifacts carried long inscriptions about government, religion and other important issues.

The Late Bronze Age is known as the Eastern Zhou Dynasty (770-221 AD). This archeological period had a huge bronze casting industry. It was in high demand from the local lords. The increase in demand was met by the lost wax casting, developed from 550-430 BC. Iron smelting of agricultural tools also began at this time. There was also contact with the nomads of Central Asia showing the beginning of contact with the West. Jade work also improved during this archeological period.

The final archeological period I'd like to discuss the terra-cotta warriors in Xi'an. There are about 6,000 life-size individual terra-cotta warriors and 40 chariots made of bronze and wood. These terra-cotta warriors were put under the ground by Emperor Qin Shi Huang Di as part of his grave site. In 1973 AD this site was found by peasants digging a well.

When I walked into this archeological site I was overwhelmed by the magnitude and uniqueness of each warrior. China has a long history and the Chinese are aware of this history because of places like this. My first impressions of this site were: *"So many faces standing guard over time; uncovered, unearthed for the world to see. Power, wealth, duty, history. It surrounds you and lifts you, so strong, so special. Majesty, beauty and splendor of a nations history.*

So many faces of broken warriors awaiting resurrection and reconstruction. The footprints on the historical dust moving toward the rebirth of a warrior by an archeologist. The past meets the present, linked together for centuries. The warrior known today only by a number; T22."

Each warrior has unique features. The warriors are facing east ready for battle. The tomb faces the river with the base at the foot of a mountain. The Emperor can rest his head on the mountain and put his feet in the river for comfortable rest through the ages.

The warriors were created on an assembly line, so the Chinese invented the mass construction of an object. Many people believe it was Henry Ford in the United States and his automobiles.

Marco, the people of China, in your time and in the 20th Century have such a deep understanding of their history. No country I have ever visited in the world can match the depth and experience of China.

Digging Up the Ancient Past, Before the Deluge

By PHILIP SHENON

Special to The New York Times

Mark Leong for The New York Times

Yao Ying Qin, director of the archeological museum in Yichang, China, holding a cooking pot last month that he described as being about 7,000 years old. The pot was among treasures of Chinese antiquity that were excavated from an area that is to be inundated for the Three Gorges Dam on the Yangtse River.

YICHANG, China — Digging deep into the scarlet earth along the banks of the Yangtze River, China's archeologists are in a race against time to save the relics of nearly 8,000 years of Chinese history that will otherwise be trapped forever beneath a lake created by the world's largest dam.

The project, the biggest archeological expedition ever conducted in China, is expected to bring together thousands of archeologists who will try to excavate more than 300 square miles of the river bank before it is covered by the new superdam's reservoir.

The dimensions of the archeological effort are matched only by those of the dam itself. The Three Gorges Dam, named for the rock formations along the Yangtze that are among the most cherished natural wonders in China, is expected to provide electricity equal to 10 nuclear power plants, and it should forever end the threat of flooding in densely populated areas downstream.

But beyond a price tag of at least $20 billion, the dam will exact a terrible cost, including the forced relocation of more than one million Chinese whose homes will be washed out by the river, and the destruction of areas of the Yangtze river bank considered a cradle of Chinese civilization. Even the Three Gorges themselves will be destroyed as a result of the dam.

"I feel the pressure," said Yao Ying Qin, director of the national archeological museum in Yichang. "It is like my shoulders have been weighted down from all the pressure."

Mr. Yao is overseeing the effort to save the relics along the Yangtze, a project that will be carried out in stages into the early part of the next century, with the archeologists struggling to stay ahead of the construction teams that are building the dam. Construction began last year and is expected to last until 2013.

"If I fail to do good work on the preservation of these relics, we will have dishonored our ancestors," he said somberly.

Chinese archeologists say the only comparable project of modern times was carried out in the 1960's in Egypt, when the Nile was dammed at Aswan, flooding out river banks that held the relics of thousands of years of Egyptian civilization.

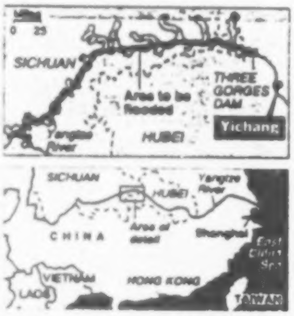
With the help of an international campaign led by the United Nations, the Egyptians transported the 3,000-year-old stone temples built by Ramses II at Abu Simbel to a new home before they could be buried by a lake that formed behind the dam.

The Chinese think that they will need an international effort at least as large to save their relics.

The initial budget for the project is nearly $180 million. Government archeologists say they hope that the United Nations and foreign researchers will join them in carrying out the excavations — and paying for them.

Archeologists working from the museum at Yichang, the riverside city in central China where the dam construction teams are based, began intensive work along the river several years ago. They say the discoveries so far have cemented the theory that the Yangtze is as much the birthplace of Chinese culture as the Yellow River basin, long assumed to be the sole cradle of Chinese civilization.

"What we have already discovered along the Yangtze provides the unwritten historical record of China," said Mr. Yao, the museum director, leading visitors to a room in the museum where he displays the recent discoveries from Zhongbaodao, a village near Yichang.



The New York Times

Archeologists from Yichang are working along the Yangtze River.

In 200 ancient tombs and other sites in the area around Zhongbaodao, archeologists have uncovered thousands of items of pottery, porcelain and stoneware dating back nearly 7,000 years and possibly beyond.

The stone objects included polished tools and axes. A kiln dating back 3,000 years to the Shang Dynasty was unearthed. At almost every site, the archeologists found jade, often elaborately carved, that had been used for rings, bracelets and necklaces.

"Do you see the workmanship, the artistry?" Mr. Yao asked, cradling a fragile reddish-gray pot intricately designed with a pattern of featherlike whirls. "This dates from 5,000 years ago. As you can see, our ancestors were very skillful artisans."

The archeologists began their work at Zhongbaodao because it was among the sites scheduled to be destroyed as a result of the construction work on the dam. "I think that after careful work, we have excavated all of the important sites there," Mr. Yao said of Zhongbaodao. "We have removed everything that is valuable."

The question being asked quietly among China's archeologists — who are Government employees and cannot question the Government's policies without risk to their jobs — is whether they will have the time, the people and the money to perform equally thorough excavations across the hundreds of square miles of river bank that remain unexplored.

There seems to be no way to stop the dam, despite protests from environmentalists, human rights groups and foreign governments. Beijing has staked national prestige on the project, which was first proposed in the 1920's by Sun Yat-sen and was later championed by Mao Zedong.

Several big archeological sites have already been earmarked for preservation, including a number of stone temples that will have to be taken apart and then reassembled in new homes. Archeologists are particularly eager to preserve an intricately carved four-story stone temple built in Sichuan Province during the Ming Dynasty to honor a legendary general, Khang Fei.

But saving just that one temple will cost millions of dollars, and there are several other endangered stone monuments nearby that are considered nearly as valuable.

"We want the whole world to help us save these treasures because these artifacts do not belong just to China, said Mr. Yao, who is polishing his fund-raising pitch for foreign donors. "They belong to the world."

OUR LABOR DAY SALE IS ALL OVER ON SUNDAY.

So Come On In To Save On That

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Fulbright 1994/ Diedrich

Name:________________
Class:________________
Date:________________

NYT- Yichang Journal, "Digging Up the Ancient Past, Before the Deluge"

1. Who wrote this article?
2. Why are China's archeologists in a race against time?
3. How big is the archeological site?
4. What will be the name of this superdam?
5. On what river will the superdam be located?
6. Why is the superdam being built?
7. How much will the superdam cost?
8. What are the two other costs of the superdam?
9. When will the superdam be completed?
10. How does Yao Ying Qin feel about doing a good job with the relics?
11. What is the only comparable project in the world?
12. Why is Zhongbaodao important?
13. List four artifacts already found in the region. Give the age of the artifact.
14. When was this superdam first proposed?

15. According to Mr. Yao, who do these artifacts belong too?

Critical Thinking

16. If you were one of the leaders of China would you build the superdam? (Remember: the superdam would provide 10 nuclear power plants worth of energy to your growing country and if the superdam is not built you will save a precious part of your nation's history.)
Answer the question in a one page, five paragraph, paper, rough and revised.

NAME:______________
DATE:______________
CLASS:______________

NEW YORK TIMES-"CHINA MOVES FORWARD ON HUGE DISPUTED DAM"

1. Who wrote this article?

2. When was this article written?

3. What will be known as the Three Gorges Dam?

4. On what river will this dam be built?

5. Define excavation.

6. When is the Three Gorges Dam scheduled for completion?

7. How much will the Three Gorges Dam cost?

8. How many people will have to be relocated?

9. Who is Li Peng?

10. What is President Jiang Zemin concerned about in regards to the Three Gorges Dam?

11. Who is the chief promoter of the Three Gorges Dam project?

12. Who is Deng Xiaoping?

13. How is the Chinese government going to raise the money for the dam?

14. What countries could bid for the contract for the turbines andthe heavy machinery needed for the project?

15. How much electircal power will the Three Gorges Dam produce?

16. Where is the Grand Coulee Dam? How much energy does this dam produce?

17. With what three investment banks are the Chinese working to get money for the project?

18. Who is the World Bank's largest recipent of loans?

19. Why did the World ban turn down China's request for money for the Three Gorges Dam?

20. List two problems that need to solved to make the project work.

China Moves Forward On Huge, Disputed Dan

By PATRICK E. TYLER

Special to The New York Times

BEIJING, Dec. 22 — After decades of engineering studies and political challenges, China has started construction on the Three Gorges Dam, the largest hydroelectric project in the world, which is to tame the storied floodwaters of the Yangtze River valley.

Although excavation began this month, project engineers acknowledge that uncertainties still abound over the mammoth undertaking, which will become the largest single drain on China's capital budget for more than a decade. The dam is scheduled to be completed in 2009.

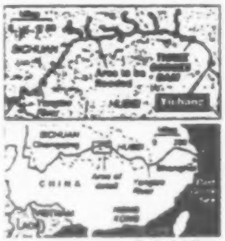
Engineers say that significant problems remain on how to finance the $17 billion cost of the dam, how to relocate more than 1 million Chinese and how to lessen the effects of sewage pollution and heavy sedimentation on large upstream cities like Chongqing, whose metropolitan area has a population of 15 million.

In a ceremony that seemed hastily organized and to which foreign news organizations were not invited, Prime Minister Li Peng flew to the dam site in the city of Yichang in central China this month to proclaim that construction had begun. But other top leaders were conspicuously absent.

President Jiang Zemin, who is also general secretary of the Communist Party, did not attend. In October, during a tour of Sichuan Province, Mr. Jiang appeared to have reservations.

"Some scientific appraisals of the project still need to be intensified continuously," he told local party leaders. He acknowledged that the large-scale resettlement effort would be "arduous" and admonished project engineers that "we should insure" all aspects of the design "will be perfectly safe."

Mr. Li, an electrical engineer who serves as head of the Cabinet and as chief promoter of the project, may have chosen this juncture to announce a construction start because of the failing health of China's paramount leader, Deng Xiaoping. Many Chinese believe that Mr. Li and his policies will be more vulnerable to challenge after Mr. Deng's death.



The New York Times

The huge Three Gorges Dam is being built at Yichang.

At a news conference this mo Guo Shuyan, a project official, China faces a shortfall of at leas billion in financing the dam.

The Government, he said, is co dent it can raise the money by is ing international bonds, but the m ket for those bonds has not b tested.

"Construction of the Three Gor Dam is not only of strategic im tance to China's development," Guo said. "It is also an opportu for the international financial, in trial and business sector."

The message of the news con ence was a call to large Japan American and European firms in power-generation business to the bidding to provide the Th Gorges project with the huge bines, transformers and other he machinery it will require. And nese officials made clear, all bidd will have to be willing to share t technology and bring their own nancing for the project.

In statements that highlighted challenges that remain, Prime M ister Li and Mr. Guo both said China does not have the techno to build 26 sets of 700-megawatt bines and electrical generators will be the heart of the dam an putative capacity to generate 18 megawatts of electricity, makin significantly larger than the Gr Coulee Dam in the United Sta whose rated output is 10,830 me watts.

"Manufacturers and business of large hydropower and transfo er equipment from around the w are welcome to take part in construction in the form of tech ogy transfer or cooperation, Prime Minister told an audienc party cadres in Yichang.

This fall, more than 14,300 pe were uprooted from homes in immediate area of the construc site. An earthen berm to block flow of the river will be complete 1997 and the first group of gene ing units is scheduled to begin ducing electricity by 2003.

Sketching out the financing Mr. Guo said that of the $17.3 b total cost of the project, half of money will be raised by a s increase in the price of electr nationwide, and all revenues the Gezhouba Dam, built d stream in the 1970's and 80's, w dedicated to the Three Gorges.

Another 17 percent will come loans made by the State Dev ment Bank. And 7.5 percent come from the power generate the first Three Gorges genera which will operate from 2003 to Foreign equipment vendors will vide 4.5 percent of the total co financing their equipment from banks outside China.

"Apart from these fun sources," Mr. Guo said, "we have a shortfall of 21 percent said this amount was roughl billion and would be raised thr the issuance of bonds on the in tional market.

From a ship's stern, a view of the Yangtze River toward the Three Gorges section, where construction on a mammoth dam has been started

The dam authority, he said, is discussing bond issues with three American investment banks: Goldman, Sachs & Company, Morgan Stanley, and Merrill Lynch.

The World Bank, whose largest recipient of loans is China, has refused to take part, citing the risks and uncertainty of the project. Some experts have advised China to build several smaller dams along the Yangtze and its tributaries as a way to avoid putting so much investment into one huge project.

For Prime Minister Li and the central planners who have pushed the project, the Three Gorges Dam has become a symbol of their determination to succeed against political opponents and environmentalists.

But many problems are unresolved. The high volume of sediment in the Yangtze may choke the dam and fill the reservoir with mud. The completion of the dam will create a tremendous sewage backup near Chongqing.

The creation of a 400-mile-long lake around Chongqing will cause a still undetermined sedimentation deposit in the river channel and around the port installation the city would like to build as the uppermost point of a lucrative inland waterway.

Moreover, unstable rock formations upstream from the dam site continue to pose the risk of falling into the river and sending giant waves downstream should they break loose from erosion or earth tremors. Earlier this year, the New China News Agency, in a dispatch from Yichang, said one huge rock face called the Huangle Stone, 141 million cubic feet in size and perched less than 40 miles upstream from the dam, could come crashing down with catastrophic consequences for nearby towns.

"Extended rains or a jarring earthquake in the region would be likely to cause the Huangle Stone to fall" into the river, "triggering waves as high was 83 feet to 250 feet to surge along the river," the official news agency said.

Teacher's Notes-Chinese Proverb Art Project

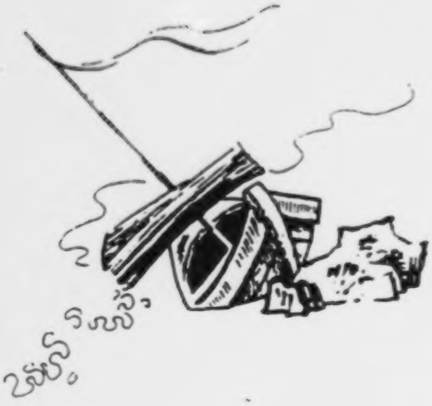
Assign each student a proverb with the Chinese Characters and English translation. Then distribute a large white sheet of paper or a plain paper kite for the student to draw what image they see from the proverb in color with the Chinese Characters and English translation in red. On the back have the student describe the proverb in their own words.

These proverbs were taken out of a book written by Ruthanne Lam McCunn titled, Chinese Proverbs.

好蜂不採落地花。

A good bee never takes pollen from a fallen flower.

水能載舟，也能覆舟。



Water can both sustain and sink a ship.

臨渴掘井

Do not wait until you're thirsty to dig a well.

水滴石穿

Water can drip through stone.

馬死落地行。

If the horse dies, then you have to walk.

各花入各眼。

Flowers look different to different eyes.

盡信書不如無書。

Better to do without books than to believe everything they say.

一腳不踏二船。

One foot cannot stand on two boats.

人心不足蛇吞象。

An avaricious person is like a snake trying to swallow an elephant.

不管黑貓白貓，抓到老鼠就是好貓。

It does not matter if the cat is black or white so long as it catches rats.

佛口蛇心

Beware the person with a Buddha's mouth and a snake's heart.

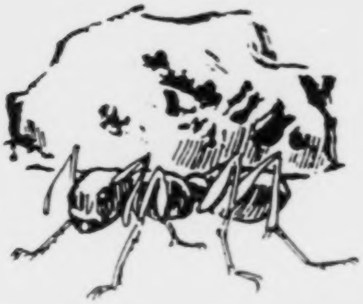
眼闊肚窄

The eyes are wide but the stomach is narrow.

下雨擋風才是好朋友。

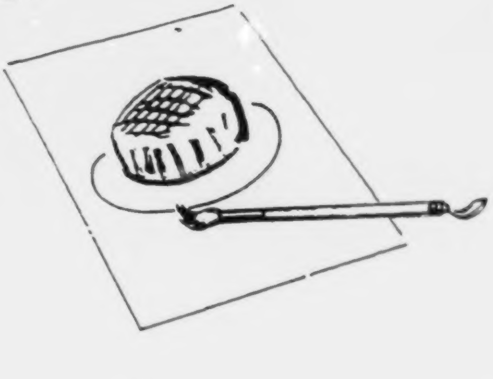
A good friend shields you from the storm.

螞蟻能搬山。



Ants can move even a mighty mountain.

畫餅充飢



You cannot satisfy hunger by drawing a cake.

虎鹿不同行。

Tigers and deer do not walk together.

Fulbright 1994/Diedrich (Arts)

Dear Marco:

Today's letter will discuss Chinese painting, Neolithic jade art, cloisonné and kites. China has many other types of art that could take a lifetime to study. Therefore I'll limit my discussion to the above four areas.

There are four categories of painting:

1. landscapes
2. human figures
3. animals
4. buildings.

The 13th Century was the most important time for Chinese painting, especially landscapes, figures, birds and flowers. Painting was an acceptable leisure activity for the scholar-officials. Monochrome, or one color art became very popular. Chinese artists favored three aspects of monochrome art:

1. The linear qualities, line were used for designing paintings.
2. The artist would use different shades of the same color to clarify patterns.
3. The supplies that the artist used were natural and created great variety in Chinese painting. (Animal hair brushes, pine-soot with glue for the paint and silk or rice paper surfaces.

Today Chinese art follows the traditions of 13th Century artists with unique variations. Minority groups also have added more color to Chinese painting.

The Neolithic jades were created during 5000-2000 BC., it is one of the oldest artistic activities. Jade is polished stone. There are two types of stone used:

1. Nephite- this was the most commonly used in the Neolithic period. It is made of copper and magnesium.
2. Jadeite- this is a green gem quality stone that is mainly imported to China from Myanmar(Burma).

The color is caused by impurities in the stone. You must use stone to carve this stone. Making it very difficult to carve and shape these two stones. Yet all over China you find carved stone. It plays an important part in Chinese culture.

When in China we visited a cloisonné factory in Beijing. Cloisonné is an art in which copper wires are formed into shapes and secured to vases or walls then the shaped areas are filled with color and baked. Then the art piece is polished. The vases and screens are famous throughout the world.

The final art that I'll discuss in this letter is the art of kite making and flying. Kites have played an important role in the development of Chinese history. Today most kites are made of paper or silk. The kites are then painted as certain animals or images such as butterflies, dragons or birds. This is a very popular hobby in modern China.

Talk to you soon,

Your Friend From the Future.

For Rockers, China Is a Hard Place

Rock-and-roll's dwindling fans lament the lost days of rebellion.

By PATRICK E. TYLER

Special to The New York Times

BEIJING, Jan. 6 — Lu Fei, a rotund former drummer and opera singer who mustered out of the army and into China's rock music scene a few years ago, sighed recently and said what most young people in the country already know, "Rock-and-roll in China is sort of lost now."

Puffing on his Chinese cigarette at a Western hotel restaurant, Mr. Lu, who manages a rock band named Stones, added: "Everything in China is kind of lost now, without an anchor. The music we do is for other people to explain because we don't really know what it means."

His lament is the lament of what seems an ever smaller circle of young Chinese who remain devoted to the rock music culture that was spawned in the 1980's by China's opening to the outside world and by the loosening of Communist Party controls over the country's social life.

The heady days when China's distinct brand of rock music throbbed with the anthems of rebellion, and lent its decibels to the democracy movement on China's university campuses, ended in 1989 with the military and political crackdown on the Tiananmen Square demonstrations.

Rock in China has been trying to stage a comeback ever since.

"You know," said Mr. Lu, who is 33, "Cui Jian said something good: in the West, rock music is a way to defy the law, but in China, we were making the law."

He was referring to Cui Jian, China's principal rock icon, whose musical complaint "Nothing to My Name" sounded the alienation of the post-Mao generation that took over Tiananmen Square in the spring of 1989.

Wuer Kaixi, a student leader who fled China after the crackdown, said in an interview that the song summed up the lives of the demonstrators at Tiananmen. Cut off from parents who had given selflessly to Communism, and separated from older brothers and sisters who were radicalized by the civil strife of the Cultural Revolution, the generation that grew up in the 1980's had to invent its own culture.

"Apart from our strength," Mr. Wuer said, "we had nothing to our name."

In the years of repression after Tiananmen, Mr. Cui was occasionally able to break through to China's young rock fans, as he did in May 1992. On an outdoor stage in Nanjing during a Government-sponsored fund-raising event, Mr. Cui strutted before thousands and taunted the police watching over him by saying, "So, I see Nanjing is another of my liberated areas!"

Mr. Cui, 33, is still making music, but his profile has been lowered substantially by the times.

"Sometimes I can play, sometimes I can't play," he said in an interview. "There is still a lot of chaos in the management of the cultural field."

Large concerts are rare in Beijing these days, and small concerts are

Continued on Page B4

Mark Leong for The New York Times

Once, Cui Jian, China's principal rock icon, set his world on fire, but that ended in 1989 with the crackdown on the Tiananmen Square demonstrations. Now, he says, "sometimes I can play, sometimes I can't play."

For the Rockers Now, China Is a Hard Place

Continued From Page B1

carefully controlled by Public Security forces, with many events canceled at the last minute on the whim of any police official who decides they might disturb political tranquility.

Mr. Cui's latest album, "Eggs Under the Red Flag" is another cry from the anchorless youth of China for direction.

"Money is fluttering in the wind," the title song says. "We have no ideals."

Mr. Cui acknowledges the political overtones of his music.

"I think politics is a very important part of any kind of art," he said.

But lyrics from the song take refuge in allusion and indirection:

The time is now
But who knows what we should
do?
The red flag is waving
It has no clear direction
Revolution is ongoing
The old men are still in power.

Asked for an interpretation, Mr. Cui said the song was about hope.

"I don't want to say something very clear," he said in the interview, "because I don't understand a lot of things yet."

Lamenting the decline of political lyrics in Chinese rock music, Mr. Cui added: "'Nothing to My Name' changed my life. But today, there aren't so many musicians and many Chinese young people just enjoy the rock-and-roll that is coming from the West at the moment. There aren't many Chinese productions."

As the rock culture drifts, there has been a surge of a more tolerated, indeed more encouraged, musical genre as performed by the Cantonese balladeers of Hong Kong and the karaoke kings of Tokyo. They are seeking markets that appeal to youthful sentimentalism, the opposite of rock's anger.

There is even a Hard Rock Cafe in Beijing now. Its opening featured a performance by the rock legend B. B. King, but China's young rockers were mostly excluded from the expatriate crowd of businessmen and journalists who received special invitations to promote the event.

"I was one of the one's outside that day," Mr. Lu said. "I couldn't get in."

Last fall, the Ministry of Culture staged an officially sanctioned pop music extravaganza. The culture reporter of the semi-official China Daily dismissed the event under a headline that said, "More a Breeze Than a Gust." In something of an epitaph, the reporter observed, "During the 150-minute-long show, no hysteria broke out."

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Fulbright 1994/Diedrich (Arts)

Name:_______________
Date:_______________
Class:_______________

New York Times-"For Rocker's, China Is a Hard Place"

1. Who wrote this article?

2. What does Lu Fei feel is happen to Rock and Roll in China?

3. When was rock music most popular in China?

4. Why was it popular?

5. When did the popularity of rock begin to end? Why?

6. Who was Wuer Kaixi?

7. What was different about the generation that grew up in the 1980's?

8. Can Cui Jian have a regular concert schedule? Why or Why not?

9. What is the title of Cui Jian's latest album?

10. What is the theme of this album?

11. Explain, in your own words, the meaning of the lyrics of Cui Jian song?

12. Who performed at the Hard Rock Cafe's opening?

Silken Badges Bearing Mysterious Messages

An exhibition decodes some of the puns and puzzles stitched into the insignia of China's elite leaders from dynasties long gone.

By RITA REIF

Photographs from Yale University Art Gallery

Among the embroidered squares on view at the China Institute are an 18th-century insignia from the Qing dynasty, above, and a 17th-century badge of a military officer in the Ming court.

THROUGHOUT HISTORY, VISUAL symbols have been used the world over to designate status. In China, symbols in the form of insignia took on special significance at the beginning of the Ming dynasty. Around the year 1390, the emperor formalized the use of insignia with an imperial edict: court officials were ordered to display their civil or military rank by distinctive badges affixed to their robes. The decree remained in force for more than 500 years.

The wealth of silk-embroidered squares produced were emblazoned with brilliantly colored images of birds and animals, each imbued with political and social meaning. By 1911, at the end of the Ching dynasty, such insignia became obsolete. But Western tourists and scholars began collecting them as souvenirs and historical documents.

One of the finest such collections formed on this continent can be seen in "At the Dragon Court: Chinese Embroidered Mandarin Squares From the Schuyler V. R. Cammann Collection," an exhibition at the China Institute on the Upper East Side of Manhattan, through Dec. 22.

The 50 examples of badges for the elite on display, made between the 17th and the 20th centuries, were selected from the 100 pieces acquired by Cammann, a lifelong student of Asian art who was a professor of East Asian studies at the University of Pennsylvania from 1948 to 1982. "He purchased these things mostly in China," said Jeffrey T. LaRiche, a friend of Cammann's, who is an associate director of the United States Holocaust Memorial Museum in Washington and was a student of Cammann's in the 1960's. Upon Cammann's death in 1991, his collection was donated to Yale University, his alma mater.

After Schuyler Van Rensselaer Cammann graduated from Yale in 1935, he went abroad, as part of the Yale-in-China program, to teach for two years in Changsha, the capital of Hunan Province in central China. He extended his stay for an additional year to travel, mostly on foot, through the southern provinces. And in Chengdu in Sichuan Province he was introduced to badges of rank by an American woman who was collecting them and needed help deciphering the symbolism.

Cammann soon realized that these kinds of badges were probably inspired by the design of imperial robes, on which were represented many of the same elements: clouds, water and rocks. Pheasants, peacocks, ducks, cranes and quails were often depicted flying above rocks and choppy seas to symbolize literary achievements, which made them appropriate motifs for identifying civil officials, who were all scholars. And wild beasts and mythological animals, including leopards, tigers, panthers and a horned dragon-headed beast called a qilin, were shown to signify courage, making them an ideal insignia for the military.

The puns and rebuses in this needlework proved far more complex. To be fully understood required the deep knowledge of the Chinese language that Cammann possessed. Of the 17 languages he was fluent in, many were Asian.

"Chinese has so few syllables," said John R. Finlay, the show's guest curator, who is a research associate at the Brooklyn Museum. "For example, the pronunciation of the words hong fu, for red bats, is the same as the pronunciation for the words abundant good fortune, one of many instances of how puns recur over and over in Chinese. That's why you see red bats everywhere, even on plates and teapots in Chinatown."

From his first trip to the Far East, Cammann was intensely curious about the meanings of the symbols in Chinese art. He immersed himself in the customs and history of China, visiting 15 provinces to broaden his knowledge. By the time he returned to New York, he had decided to devote his career to Asian culture and art.

During World War II, Cammann returned to China as a lieutenant in the United States Navy; it was during this period that he acquired most of his imperial badges. For the rest of his life, he studied Chinese culture and the way it was influenced by the peoples of the neighboring lands of Indochina and Tibet.

In 1944, writing in The Harvard Journal of Asiatic Studies, Cammann described the development of the mandarin square. He pointed out that while the use of these insignia had been officially decreed during the Ming dynasty, the much larger plaques that Mongol courtiers almost a century earlier had sported on their robes were embellished with animals and flowers, which could have hinted at their rank.

THE MING BADGES, MEASURING at most 14 inches square, were the boldest and most expressive; in time, under the Qing rulers in the late 19th century, these were reduced to nine inches square and were less dramatic in their coloring and images. As insignia declined in importance, some were woven rather than embroidered by hand. And as those who wore them moved up the ladder in their careers, some would merely change the image of the bird or beast on their badge rather than replace the entire square.

This practice produced some unexpected, even surreal combinations. A mandarin duck that was added to a late-19th-century badge seems overpowered by the fruits surrounding it, as if the pomegranates, citrons and peaches might consume it.

Name:_______________
Date:_______________
Class:_______________

New York Times-"Silken Badges Bearing Mysterious Messages

1. Who wrote this article?

2. In what dynasty did the insignia or badge become a symbol of rank?

3. How long was this a tradition?

4. When did the insignia become obsolete?

5. Who is Schuyler V.R. Cammann?

6. Who has the Cammann collection today?

7. From where did Mr. Cammann graduate?

8. Why was Mr. Cammann in China?

9. List eight elements in most badges.

10. What would your insignia have on it if you were a great literary mind or civic official?

11. What would your insignia have on it if you were courageous or a military official?

12. How many languages was Mr. Cammann able to speak?

13. What did Mr. Cammann do during World War II?

14. How big is a Ming badge?

15. How big is a Qing badge?

On the paper provided (14 inch square) draw your own insignia using the symbols of a career you plan to follow. Use the animals and elements with modern representations of your future career.

Fulbright 1994/Diedrich (Food, history)

Name:__________________
Date:__________________
Class:__________________

RICE CULTIVATION ACTIVITY

Place the attached headings with the proper picture to create the order in which rice is cultivated. Then take notes on the 12 cultural characteristics on the sheet of paper provided. When you have completed your notes write a one page paper, rough and revised telling a story of your life as a Chinese rice farmer and the process of cultivation.

Teacher Note: These wood blocks were taken from an 1808 edition of Peiwenzhai gengzhitu that are reprinted in John King Fairbank's book, China: A New History.

The rice seedlings have sprouted and now stand crowded in the seedbed. They must be gathered in bundles for transplanting in the paddy fields, where they will be fertilized with night soil and have room to grow.

Illustrations from an 1808 edition of *Peiwenzhai gengzhitu* show the principal steps in rice cultivation. The first step is the preparation of the seedbed. Here, in South China, the farmer and his water buffalo are ploughing such an area. A long-gowned scholar watches from the dike nearby, and a small boy brings food and drink on his shoulder-pole.

Plentiful water is a requirement for the growth of the rice crop. Here we see two inventions for lifting water from the nearby pond over the dikes and into the paddies. On the left three men leaning their arms on a crossbar press with their feet the treadles which operate a square-pallet chain pump. The square-pallets fill with pond water and lift it on an endless circulating chain. In the foreground the lone worker with his simpler water-moving contraption has protected the dike with a bamboo mat. On hillsides, banked terraces capture the rainfall.

In harvest time the paddies must be dry. The chain pump can be used for draining. The careful planting in rows simplifies the reaping. Men use sickles to cut the long stalks heavy with rice. Boys join in the gathering and binding that follow. Across the pond a woman and child watch the action.

Transplanting rice seedlings by hand in orderly rows in the flooded fields is a backbreaking task. The farmers have to stoop and wade backward in water ankle-deep under a hot sun. Millions of farmers in China, Japan, and elsewhere in Asia still grow rice in this way.

The final step in rice cultivation is storage of the baskets full of winnowed rice. The men are bringing in the heavy baskets and emptying them into a storage room. The side walls can be raised as needed by adding planks. Note the *dou* under the roof. In the distance, men are drinking tea and chatting. A water buffalo nuzzles her calf, and a woman just beyond pats her child.

The farmstead has an earthen threshing floor almost as hard as concrete. On this the stalks of rice (or other grains) are laid out and beaten with flails, as shown here. This process separates the rice grains, which, however, retain their husks. At hand on the floor are a wooden pitchfork to pick up the straw, a wooden spade to collect the rice, and a U-shaped basket. A boy serves tea. The chickens the artist has inserted in the foreground would not have been welcome.

The procedure nears completion. Here the winnowing function of the U-shaped basket becomes clear. On a breezy day the farmers fill the basket-trays with the rice grains and toss them high overhead. The husks, or chaff, blow away in the wind while the grains, being heavier, drop to the bamboo mat below. The women in the middle distance look on admiringly from a finished basketful. The box by the basket is a *dou*, a unit of dry measure for grain.

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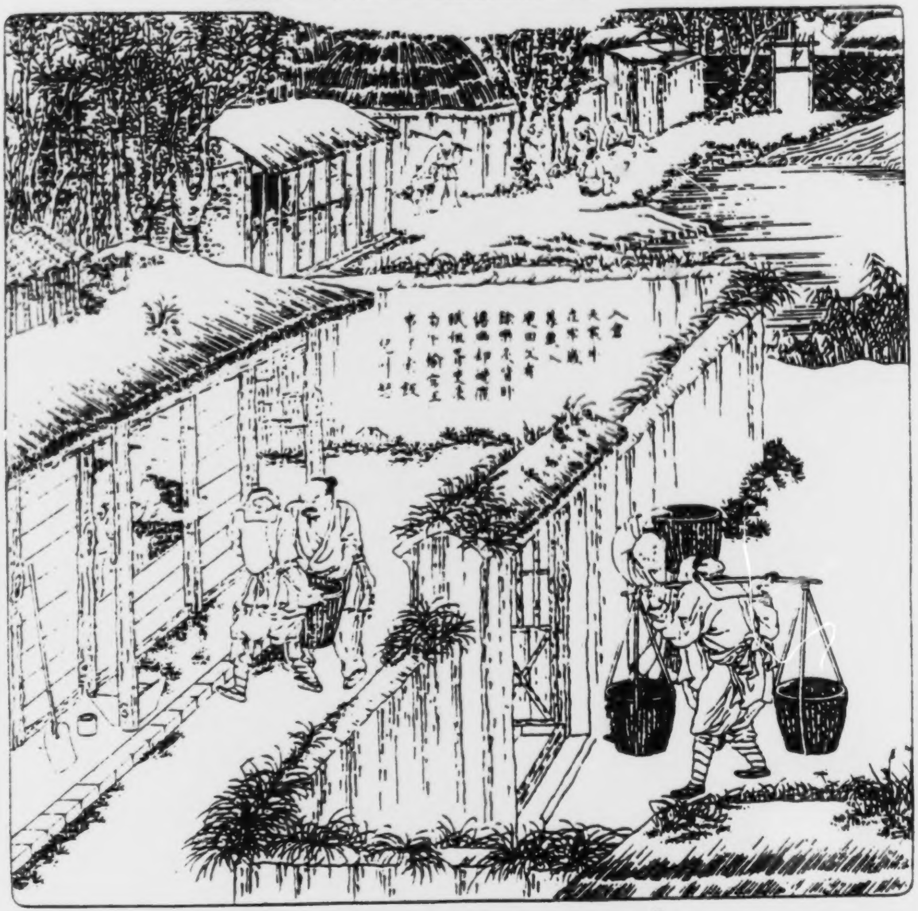
RICE CULTIVATION WORKSHEET



PLACE CAPTION HERE

Take notes on the the 12 cultural characteristics on the back of this this page. They are: Food, Clothing, Shelter, Communication, Education, Economy, Transportation, Arts, Family, Government, Religion and Recreation.

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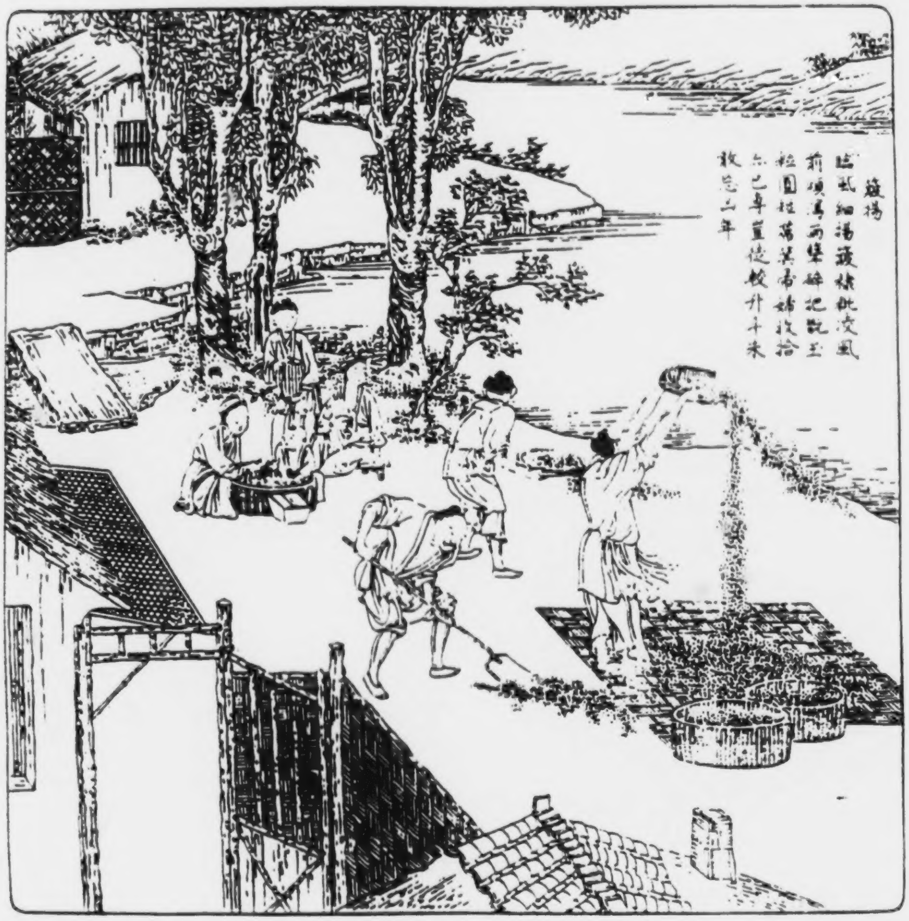
RICE CULTIVATION WORKSHEET


簸揚
臨風細揚簸糠粃零風
前傾瀉雨聲碎把翫玉
粒圓短裙箕帚婦收拾
亦已專豈能較升斗未
敢忘凶年

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Fulbright 1994/Diedrich (Food. History)

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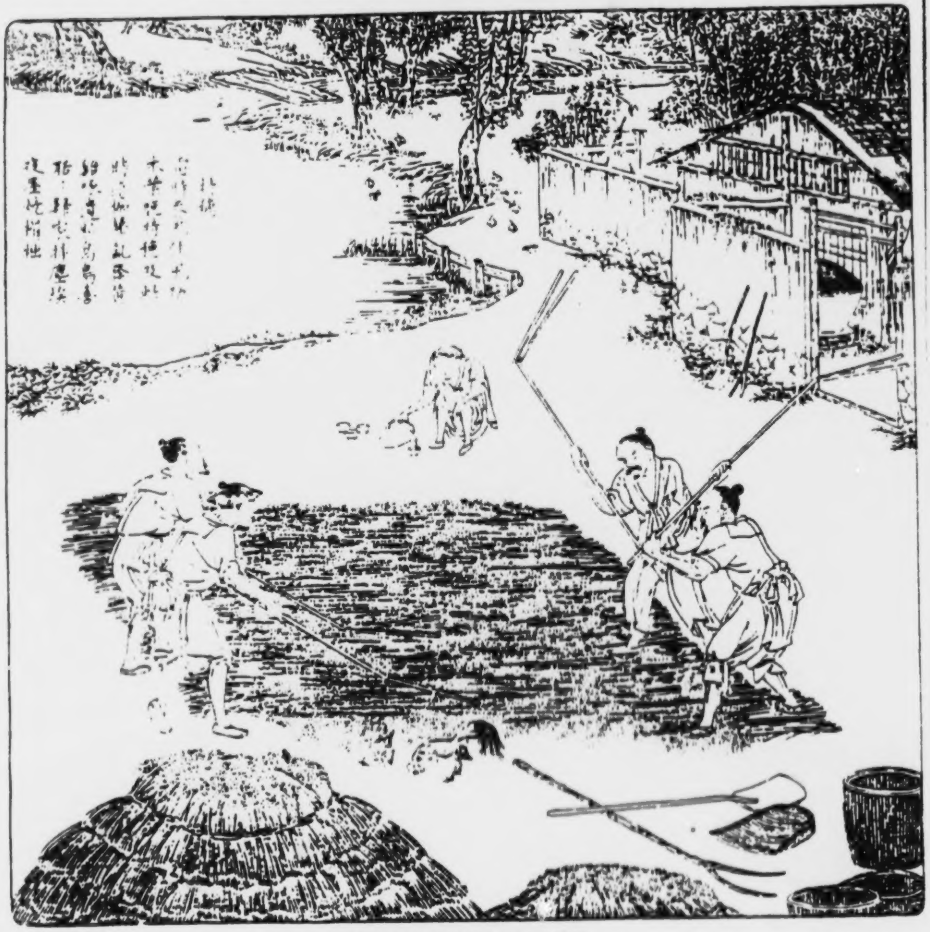

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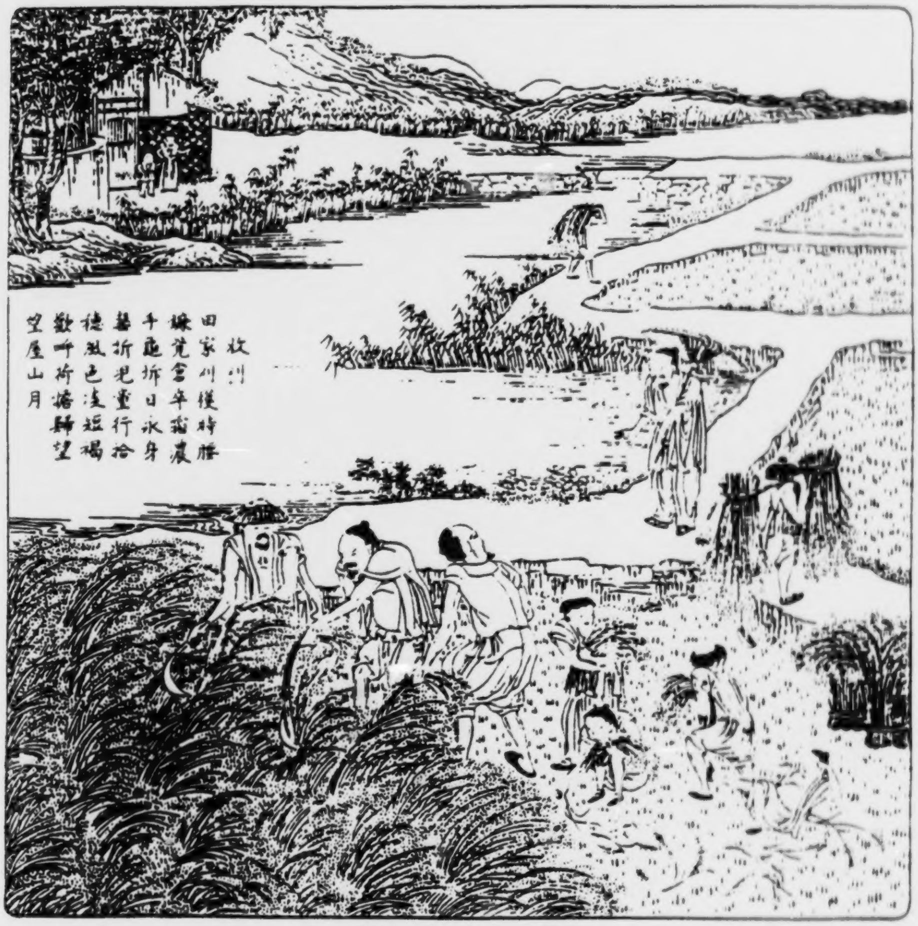
收刈
田家刈穫時腰
鎌覓雲年霜濃
手龜坼日永身
罷折把重行拾
穗敗色淺短褐
歡呼荷擔歸望
望屋山月

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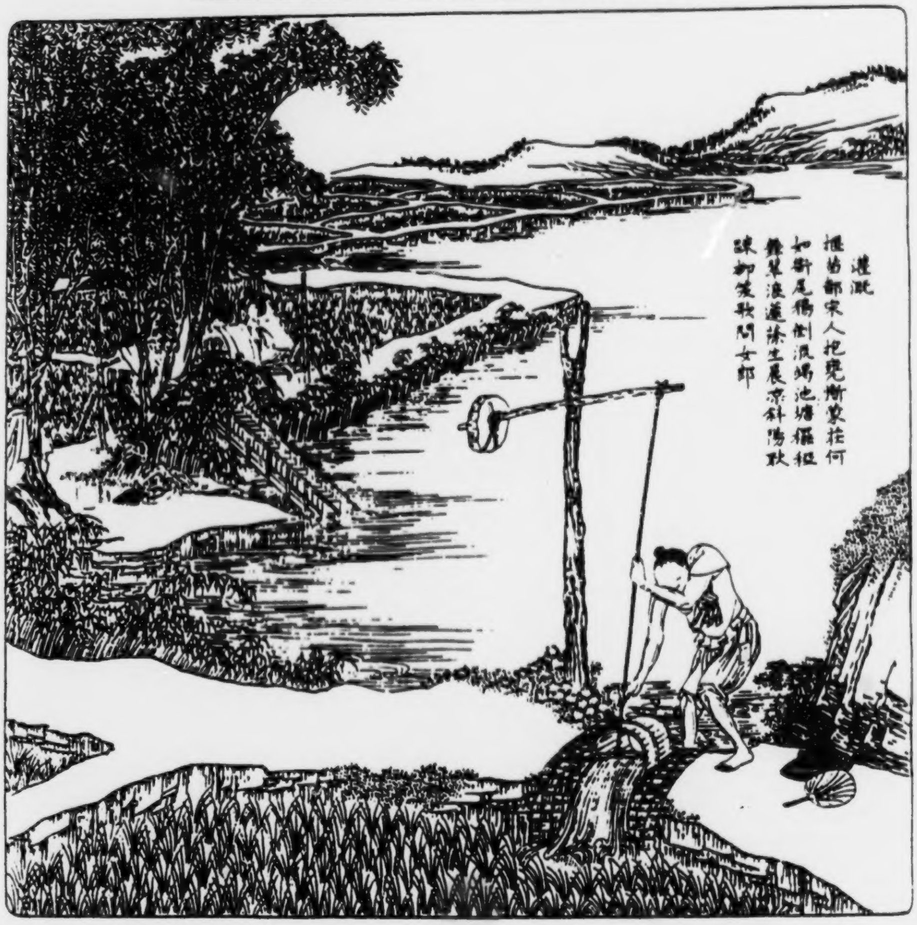
灌溉
揠苗鄙宋人抱甕慚蒙莊何
如銜尾鴉倒流竭池塘穲稏
舞翠浪遙添生長涼斜陽耿
踈柳笑歌問女郎

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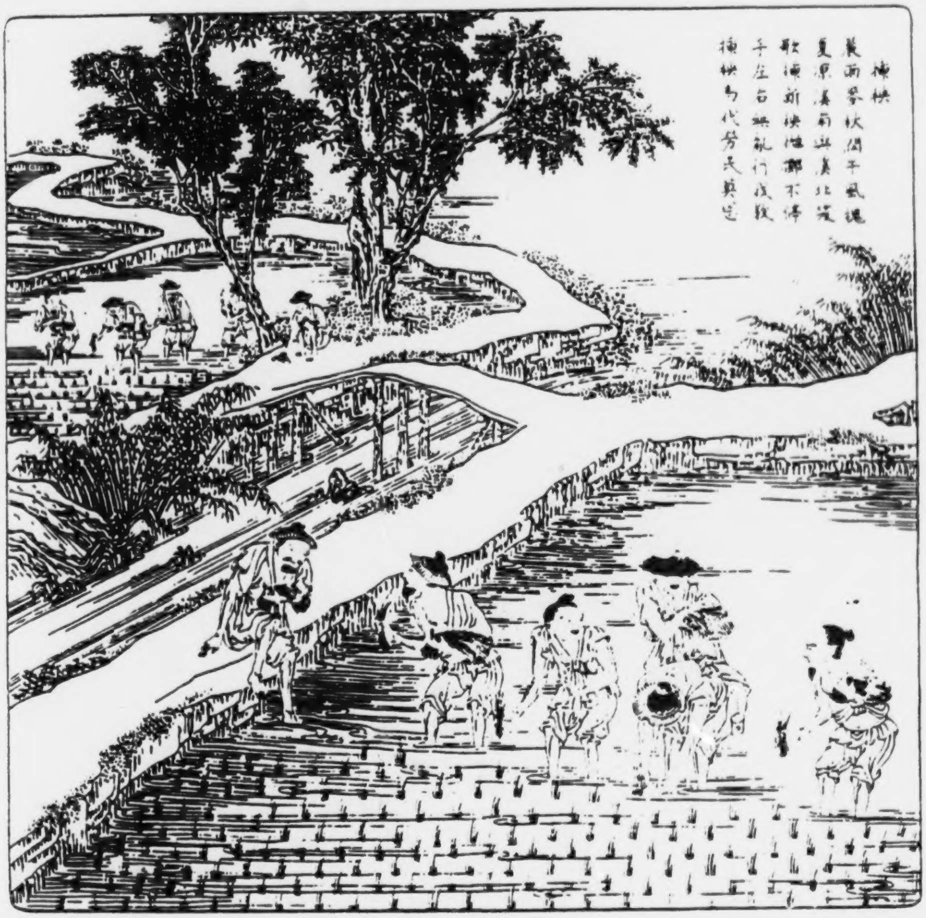
插秧
晨雨麥秋潤午風槐
夏涼溪南與溪北嘯
歌插新秧拋擲不停
手左右無亂行我教
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Fulbright 1994/Diedrich (Food, History)

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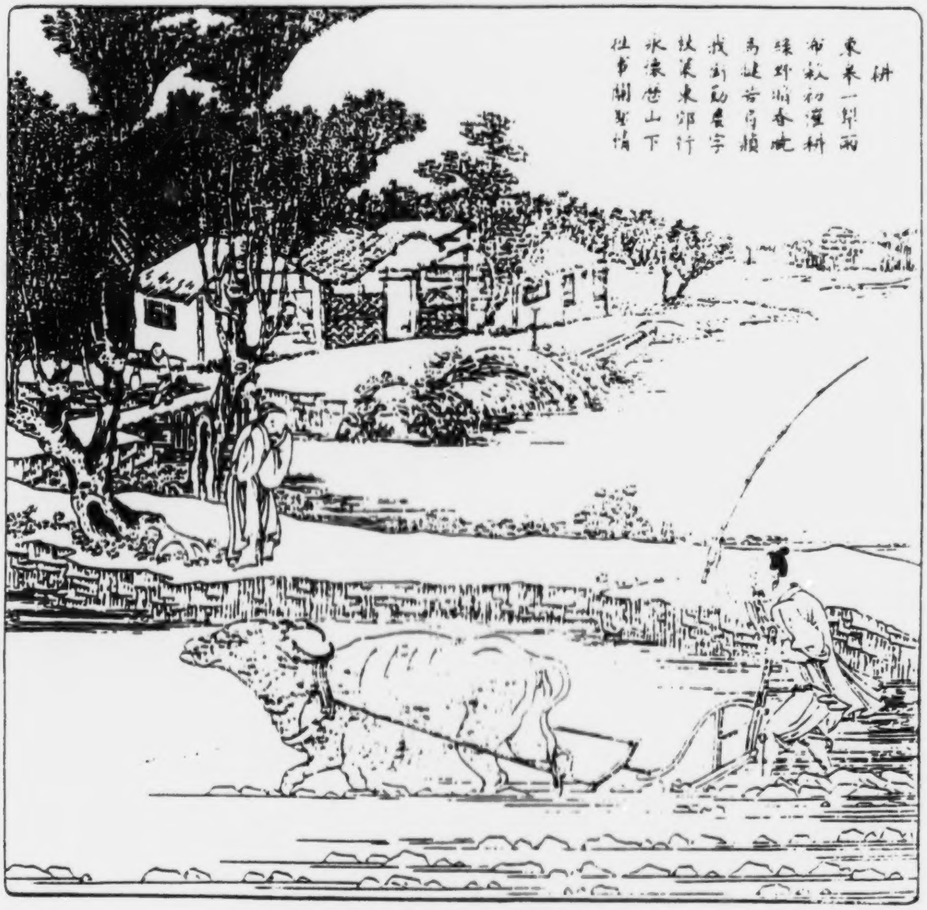
耕
東皋一犁雨
布穀初催耕
綠野暗春曉
烏犍苦肩赬
我劃勵農字
扶策東郊行
永懷歷山下
往事關聖情

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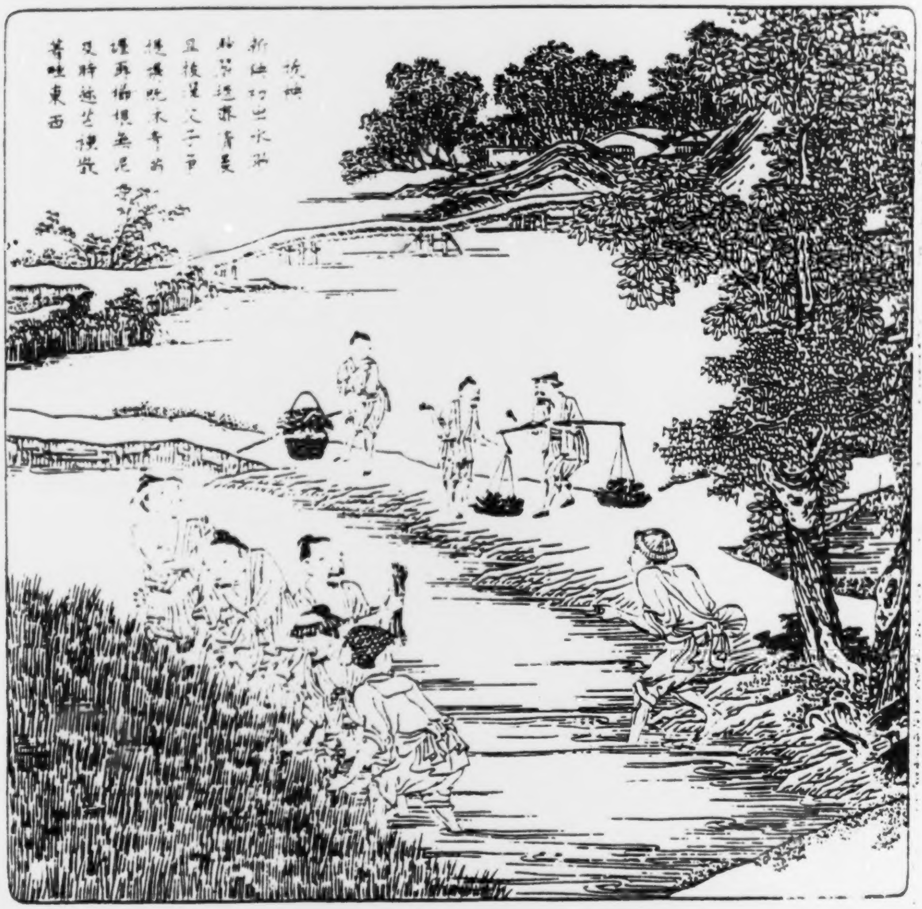

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Take notes on the the 12 cultural characteristics on the back of this this page. They are: Food, Clothing, Shelter, Communication, Education, Economy, Transportation, Arts, Family, Government, Religion and Recreation.

20

MAO TSE-TUNG

1893 - 1976

Mao Tse-tung led the Communist party to power in China, and for the next twenty-seven years presided over the most remarkable and far-reaching transformation in the history of that vast nation.

Mao Tse-tung was born in 1893, in the village of Shaoshan, in Hunan Province, China. His father was a peasant who had become fairly wealthy. In 1911, when Mao was an eighteen-year-old student, a revolution broke out against the decaying Ch'ing dynasty, which had ruled China since the seventeenth century. Within a few months the imperial government was overthrown and China declared a republic. Unfortunately, the leaders of the revolution were unable to establish a stable, unified government in China; and the revolution inaugurated a long period of instability and civil war, one which lasted, in fact, until 1949.

As a young man, Mao became steadily more leftist in his political ideas, and by 1920, he was a confirmed Marxist. In 1921, he was one of the twelve original founders of the Communist party of China. However, his climb to the top of the party leadership was rather slow, and it was not until 1935 that he became the leader of the party.

Meanwhile, the Communist party of China was engaged in a long, slow, and quite unsteady path to power. The party suffered major setbacks in 1927 and in 1934, but managed to survive them. After 1935, under Mao's leadership, the party's strength steadily increased. By 1947, it was ready for all-out war against the Nationalist government headed by Chiang Kai-shek. In 1949, their forces were victorious, and the Communists gained complete control of the Chinese mainland.

The China that Mao, as head of the party, now came to govern had been torn apart by war for the better part of thirty-eight years. China was a poverty-stricken, underdeveloped country, whose teeming, tradition-bound millions were mainly illiterate peasants. Mao himself was fifty-six years old, and it appeared that the bulk of his career was behind him.

In fact, however, the period of Mao's greatest influence was just beginning, and by the time of his death, in 1976, Mao's policies had completely transformed China. One aspect of this transformation was a general modernization of the country. Specifically, there was a rapid industrialization, an enormous increase in public education, and great improvements in public health. These changes, though obviously very important, are of a sort that occurred in quite a few other countries during the same period, and they alone would not be sufficient to justify Mao's high place on this list.

A second accomplishment of the Communist government in China was the transformation of the economic system of the country from capitalism to socialism. Politically, of course, a ruthlessly totalitarian system was installed. Furthermore, by

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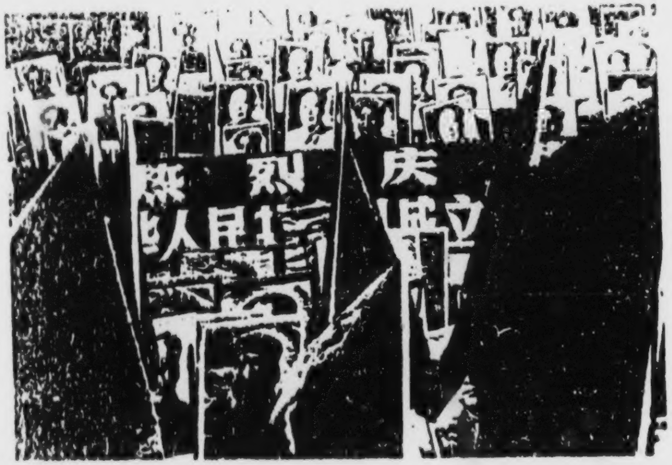
making use of ceaseless government propaganda, Mao succeeded in engineering not merely a political and economic revolution, but a social one as well. Over the past quarter century, there has been a considerable shift of loyalties in China away from the family and toward the nation as a whole. This shift is particularly striking since, historically, family loyalties have always been particularly strong among the Chinese people. Furthermore, the Chinese government has waged a strong propaganda campaign against the ideas of Confucius, and it appears to have met with a very considerable measure of success.

Of course, it was not Mao Tse-tung alone who determined the policies of the Communist government. He never exercised the sort of one man control that Stalin did in the Soviet Union. Nevertheless, it is clear that Mao Tse-tung was by far the most important figure in the Chinese government from 1949 until his death in 1976.

One project for which he seems to bear chief responsibility was the "Great Leap Forward" of the late 1950s. Many observers think that that project, which included an emphasis on small-scale, labor-intensive production methods, which could be carried out on the rural communes, was a failure. (In any event, it was eventually abandoned.) Another project which Mao supported, over the opposition of various other Chinese leaders, was the "Great Proletarian Cultural Revolution" of the late 1960s. This was a major upheaval—in some senses almost a civil war between Mao and his supporters on the one hand, and the entrenched Communist party bureaucracy on the other.

It is interesting to note that Mao was already in his mid sixties when the "Great Leap Forward" began, was well past seventy when the Cultural Revolution was instituted, and was almost eighty when the rapprochement with the United States commenced.

Mao had originally believed that the industrial workers of the cities would provide the strongest base of support for the Communist party, an idea which was in accordance with Marx's own thinking. However, about 1925 Mao came to the conclusion



Chinese citizens celebrate the 18th anniversary of Mao's takeover of the mainland.

that, at least in China, the Party's main support would come from the peasantry. He acted accordingly, and during the long power struggle with the Nationalists Mao's power base was always in the countryside. This idea was carried over during his years as head of state. For example, whereas Stalin, in Russia, usually stressed industrial development, Mao Tse-tung generally paid more attention to agricultural and rural development. Nevertheless, China's industrial production increased dramatically under Mao's leadership.

It is always a bit difficult to assess the long-term importance of a contemporary political figure. To estimate where Mao should appear on this list, it may be useful to compare him with some other outstanding leaders. Mao Tse-tung has been ranked somewhat above George Washington because the internal changes for which Mao was responsible seem to be more fundamental than those made by Washington. Mao also ranks comfortably ahead of such men as Napoleon, Hitler, and Alexander [illegible] it seems probable that his long term influence will be considerably greater than theirs.

Another obvious comparison is between Mao and Lenin. Mao ruled for a far longer time than Lenin did, and over a far more populous country. (In fact, taking into account the length of his time in power, Mao ruled over far more persons than did any other man in history!) But Lenin preceded and strongly influenced Mao, and by establishing Communism in Russia, he did much to prepare the way for the subsequent establishment of Communism in China.

The man whose accomplishments most closely parallel those of Mao is Shih Huang Ti. Both were Chinese, and both were the architects of a revolutionary set of changes in their country. Shih Huang Ti has been ranked ahead of Mao because we know that the former's influence on China endured for some twenty-two centuries. Though the changes wrought by Mao may be even more significant in the long run, we cannot yet be certain how long his influence will endure.

Chairman Mao participates in Chinese scholastic celebrations.

21

GENGHIS KHAN

c. 1162-1227

Genghis Khan, the great Mongol conqueror, was born about 1162. His father, a petty Mongol chieftain, named the boy Temujin, after a defeated rival chieftain. When Temujin was nine, his father was killed by members of a rival tribe, and for some years the surviving members of the family lived in constant danger and privation. This was an inauspicious beginning, but Temujin's situation was to become a lot worse before it got better. When he was a young man, he was captured in a raid by a rival tribe. To prevent his escaping, a wooden collar was placed around his neck. From this extremity of helplessness, as an illiterate prisoner in a primitive, barren country, Temujin rose to become the most powerful man in the world.

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[illegible] (China)

Name:________________________
Date:_________________________
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TWENTIETH-CENTURY FIGURES--MAO TSE-TUNG

1. What years did Mao Tse-tung live?

2. In what year was the revolution that overthrew the Ch'ing Dynasty?

3. What organization did Mao Tse-tung help found in 1921?

4. What group was headed by Chiang Kai-shek?

5. What was China like when Mao Tse-tung started to govern it?

6. List three examples of the modernization of the nation.

7. What economic system did the Chinese communist government abandon? What economic system did they adopt?

8. What type of political system was installed by the Communist government?

9. How did Mao Tse-tung succeed in engineering [bringing about] a social revolution?

10. Historically, what was the Chinese people loyal to? Where did these loyalties shift to over the past quarter of a century?

11. In the 1960s, what project did Mao Tse-tung support over the opposition of other Chinese leaders?

12. Which group did Mao Tse-tung originally believe would provide the Chinese Communist Party with the greatest support?

13. Which group did Mao Tse-tung conclude would give the greatest support to the Communist Party?

14. What type of development did Mao Tse-tung stress instead of industrial development?

15. Why does the author of the article rank Mao Tse-tung above George Washington?

Fulbright 1994/Diedrich (Science, History, Environmental)

TEACHERS NOTE ON DESERTIFICATION COMPARISONS: THE DUST BOWL, AFRICAN SAHARA AND THE CHINESE SHAPOTOU DESERT

All three continents, North America, Africa and Asia are dealing with the environmental effects of a spreading desert. These activities could easily be added to a US History, Science or other courses to show the global comparisons of desertification. Then have the students make a stamp encouraging programs to reduce desertification in any or all three continents. I've included sample stamps from China and an article about Africa with questions to add to whatever resources you may have on the Dust Bowl in the United States.

B—S. F.　1994—4　沙漠绿化

土地沙漠化是全世界重大的一个环境问题。我国是沙漠面积较大，沙漠化危害严重的国家之一。建国以来，我国政府对治沙工作非常重视，广大治沙工作者经过几十年的努力奋斗，取得了令世人瞩目的成就。

为使全社会共同努力，保护沙漠中的绿色植物，改善生态环境，促进国民经济发展，中华人民共和国邮电部于1994年4月21日发行1994—4“沙漠绿化”特种邮票1套，共4枚。规格40×27毫米。胶印版印制。

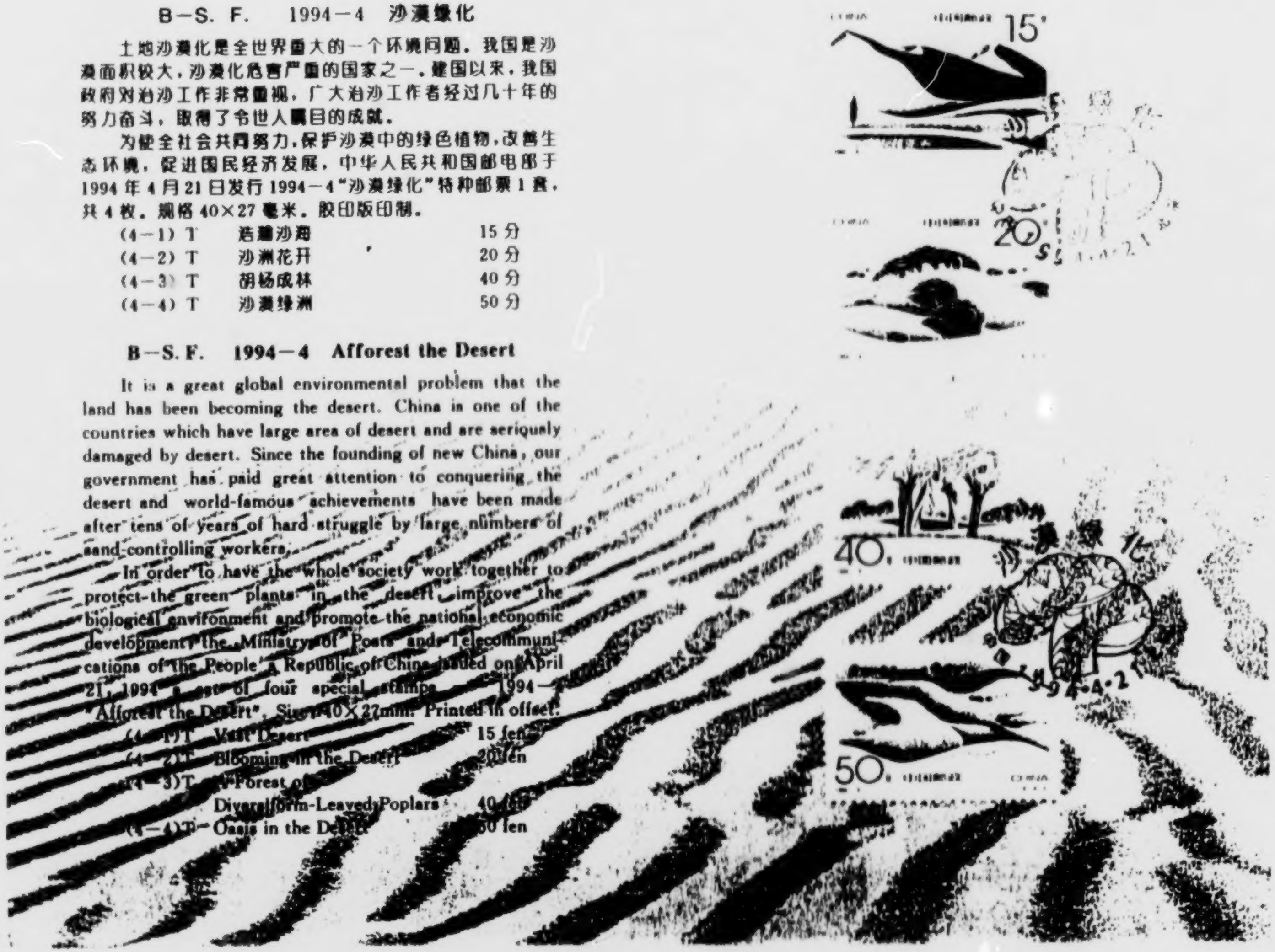
(4—1) T	浩瀚沙海	15分
(4—2) T	沙洲花开	20分
(4—3) T	胡杨成林	40分
(4—4) T	沙漠绿洲	50分

B—S. F.　1994—4　Afforest the Desert

It is a great global environmental problem that the land has been becoming the desert. China is one of the countries which have large area of desert and are seriqusly damaged by desert. Since the founding of new China, our government has paid great attention to conquering the desert and world-famous achievements have been made after tens of years of hard struggle by large numbers of sand-controlling workers.

In order to have the whole society work together to protect the green plants in the desert, improve the biological environment and promote the national economic development, the Ministry of Posts and Telecommunications of the People's Republic of China issued on April 21, 1994 a set of four special stamps　1994—4 "Afforest the Desert". Size 40×27mm. Printed in offset.

(4—1)T	Vast Desert	15 fen
(4—2)T	Blooming in the Desert	20 fen
(4—3)T	A Forest of Diversiform-Leaved Poplars	40 fen
(4—4)T	Oasis in the Desert	50 fen



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NYT 12/12/93

Nations Are Mobilizing To Halt Deserts' Spread

By DAVID E. PITT
Special to The New York Times

UNITED NATIONS, Dec. 10 — Africa's recurrent cycle of drought and famine is driving an international effort to halt the accelerating spread of deserts, a complex environmental phenomenon that is destroying agriculturally productive regions in drylands around the world.

The process, known as desertification, left indelible memories in the United States beginning in the 1930's, when a combination of overplanting, excessive grazing, drought and windstorms transformed millions of acres of prairie into the environmental disaster area known as the Dust Bowl. But the global dimensions of the current problem are more daunting.

Studies by the United Nations Environment Program estimate that worldwide, an area equivalent to North and South America — about 8 billion acres of grazing land, irrigated zones and rain-sustained cropland — is in jeopardy. If current trends continue, these and other surveys show, the livelihoods of 1.2 billion of the world's 5.5 billion people could be threatened by the end of the century.

Treaty Is Proposed

Alarmed by such data, diplomats are to open a crucial round of negotiations at the United Nations next month on a proposed treaty "to combat drought and/or desertification, particularly in Africa."

Scientists say the process typically begins with normal but notoriously unpredictable cycles of rainfall and drought, but accelerates because of human activity, mainly poor management and conservation practices by herdsmen, farmers, woodcutters and others who live off the land. It involves regions that are arid or semi-arid, but nonetheless useful for grazing and cultivating certain kinds of hardy crops.

"All regions of the world suffer from desertification and drought," Canada's Ambassador for Environment and Sustainable Development, Arthur Campeau, told the General Assembly last month. "But the African nations are the most vulnerable and the least able to combat these problems without concerted national action."

Although many details remain to be negotiated, the broad aim of the treaty is to draw the wealthy industrialized nations into a cooperative aid effort, while encouraging people on the local level to adopt environmentally sustainable agricultural practices, preferably based on traditional methods. Experts from the United Nations Food and Agriculture Organization also argue that desertification is a problem not simply of environment, but of poverty and underdevelopment, and should be addressed as part of an integrated attack

rural areas.

"Drought and desertification are fundamental, elusive problems in the process of sustainable development in Africa today," said an envoy from the Organization of African Unity, R. Omotayo Olaniyan.

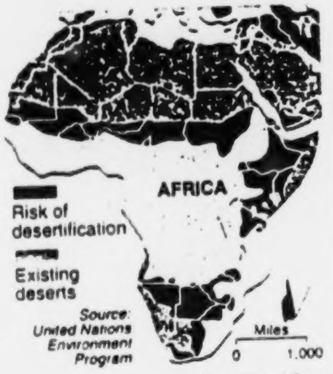
Diplomats have set next June as their deadline for completion of the treaty, a working draft of which was circulated last month.

But many African leaders are at odds with some Latin American and Asian countries over the scope of the pact, with a group led by Brazil arguing that their own problems with encroaching deserts should be addressed at the same time as Africa's.

The dispute — which grew increasingly contentious during negotiating sessions in July in Nairobi and in September in Geneva — exposed a deep political rift within the United Nations negotiating bloc of 129 nations, whose members are usually more successful in presenting a united front.

"The negotiations on a convention on desertification are at a difficult stage," Germany's Environment Minister, Klaus Töpfer said last month.

The idea of a treaty, long pressed by African nations, gathered momentum after it was recommended to the General Assembly by more than 150 governments at the so-called Earth Summit in Brazil last year. Since then, it has taken on added importance because of fears that Western aid to Africa, especially the sub-Saharan nations, has begun to slow.



Source: United Nations Environment Program

The New York Times

Among areas of the world being taken over by deserts, Africa is one of the most vulnerable.

Irish D

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Name:_______________
Date:_______________
Class:_______________

NEW YORK TIMES-"NATIONS ARE MOBILIZING TO HALT DESERT'S SPREAD

1. Who wrote this article?

2. What does the UN. want to do in Africa?

3. What is the name of this process?

4. What does the Dust Bowl in the 1930's have to do with Africa today?

5. What caused the desertification in the United States during the 1930's?

6. How many acres of land are in danger?

7. How many people could be unemployed if this trend continues?

8. What is the first step in stopping this from happening?

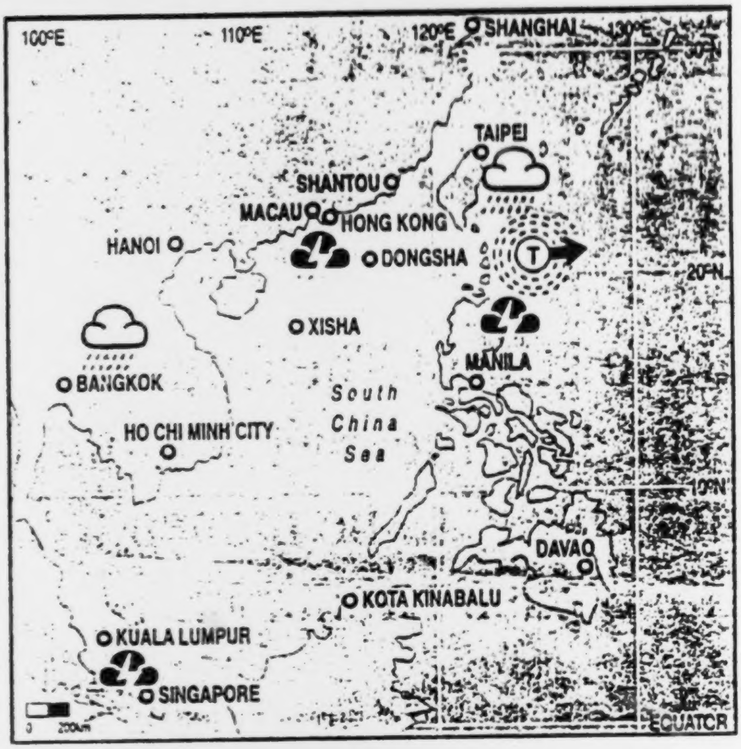
9. What is the broad aim of the treaty?

Thursday, July 21, 1994

WEATHER

General Situation

A trough of low pressure formed over the northern part of the South China Sea yesterday and gave rise to widespread showers. Locally, thundery showers brought more than 20mm of rain to the eastern part of Hong Kong. Unsettled weather associated with this trough of low pressure will affect the coast of Guangdong over the next few days. Over the western Pacific, Yunya weakened into a tropical depression yesterday afternoon. At 11pm, it was centred about 710km south of Okinawa and was forecast to move east at about 18kph.



Today's Forecast

Unsettled with showers that may be heavy at times. Temperatures will range from 26 to 29 degrees. Moderate south to southeasterly winds.

Macau Forecast

Cloudy with showers, thundery at times. Temperatures will range from 25 to 29 degrees. Moderate southeasterly winds.

Sun, Moon and Tides

Sunrise	05.50
Sunset	19.08
Moonrise	17.42
Moonset	04.01

Today

High tide	1.7m at 1.05
	1.8m at 13.41
Low tide	0.7m at 06.47
	0.8m at 19.20

Yesterday

Max air temp	30.4c
Min air temp	26.1c
Grass min temp	[illegible]
[illegible]	[illegible]

COASTAL WATERS

Warnings: A trough of low pressure is expected to maintain showery weather over the South China coastal waters.

Area forecasts for the next 24 hours:

Hong Kong: South to southeast force 4. Unsettled with showers, heavy at times. Moderate seas.

Nan'ao, Shanwei: South to southeast force 4 to 5 in south, southeast force 4 in north. Scattered squally showers and thunderstorms, heavy at times. Moderate to rough seas.

South of Hong Kong: South to southeast force 4 to 5 in south, southeast force 4 to 5 in north. Scattered showers and thunderstorms. Moderate to rough seas.

Shangchuan Dao: South to southeast force 4 to 5 in south, southeast force 4 to 5 in north. Scattered squally showers and thunderstorms. Moderate to rough seas.

International

	Min	Max	
Macau	27	31	Cloudy
Guangzhou	27	33	Mist
Shanghai	26	31	Mist
Beijing	26	33	Fine
Taipei	27	32	Rain
Seoul	25	34	Fine
Tokyo	25	32	Rain
Manila	24	30	Cloudy
Bangkok	26	32	Mist
Kuala Lumpur	24	32	Fine
Singapore	26	32	Showers
Bombay	24	29	Fine
Jakarta	22	31	Rain
Sydney	7	17	Storms
Melbourne	8	13	Fine
Brisbane	9	21	Rain
Los Angeles	16	21	Fine
San Francisco	14	23	Fine
New York	25	31	Cloudy
Vancouver	16	25	Mist
Toronto	18	31	Cloudy
London	[illegible]	26	Showers

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Name:_______________
Date:_______________
Class:_______________

Weather in Asia Worksheet

1. What is the date of this forecast?

2. What is the symbol for sunshine?

3. What is the symbol for a thunder storm?

4. What is the symbol for rain?

5. How much rain did the eastern part of Hong Kong receive?

6. What is today's forecast?

7. If you wanted to have a picnic in Macau, what is the weather going to be like?

8. What was the maximum air temperature yesterday?

9. What was the minimum air temperature yesterday?

10. What was the average temperature in Jakarta__________?
Bombay_________?
London___________?
New York_________?

11. Which city in the "International" column had the highest temperature?

12. Which city in the "International" column had the lowest temperature?

13. In which city would you find a storm?

14. In which four cities would you find rain?

15. in which four cities was it cloudy?

16. What was the average high temperature in each of the following cities:

Macau ____________
Ho Chi Minh City_____________
Shanghai_______________
Kuala Lumpur_______________
Manila_________________
Taipei____________
Singapore_______________
Hong Kong______________.

17. Using the cities from above what is the average low temperature?

18. How many kilometers is Singapore from Kuala Lumpur?

19. The large "T" on the map shows a typhoon, in what direction was it heading?

20. Name the city closest to the equator.

Fulbright 1994/ Diedrich (health)

NAME:____________________
DATE:____________________
CLASS:____________________

NOVA VIDEO: "CAN CHINA KICK THE HABIT?"

This video is produced by NOVA and can be found in most video stores or ordered from NOVA. It does an excellent job showing the health effects of smoking in China, the business of selling cigarettes in China and the history of such business. It is a good jump off point for discussion. Below are questions about the film,in order, as a note guide for your students.

1. How has China changed since the time of the Celestial Empire?

2. What are two diseases of poverty?

3. Why are the Chinese living longer today?

4. How many children will smoke in China?

5. How many will die as a result of the habit?

6. Who can make cigarettes in China? Why?

7. Why do people choose to smoke in China?

8. Why are third world countries having problems stopping such health hazards as smoking?

9. How many of the lung cancer deaths are a result of smoking?

10. In what two ways do Chinese doctors suggest in order to stop smoking?

11. Why is it easier to study health issues in China that the United States?

12. Why is this ability to study health issues in China changing?

13. What are diseases of the affluent?

14. Why is it difficult to convince people to stop smoking in China?

15. Why do young people smoke in China?

16. From whom are the young Chinese learning to smoke?

17. Why are Western cigarettes so appealing to young Chinese?

18. Who first brought cigarettes to China? When?

19. How many cigarettes are annually produced in China?

20. What two American cigarette companies are most popular in China?

21. With no direct advertising allowed for cigarettes, how do the Chinese and American cigarette companies get the word out?

22. How do companies get around direct advertising on T.V. in China?

23. Why is Hong Kong important to the cigarette companies in Asia?

24. Why are young people the target of tobacco companies?

25. Which U.S. company was the first into China?

26. Why is it important for foreign tobacco companies to have joint-ventures in China?

27. Why is Southeast Asia a major market?

28. Is this new market in Asia good or bad for U.S. companies? Why or Why not?

29. How are U.S. health officials helping Chinese health officials in controlling the ill effects of smoking in China?

30. When did China pass its first tobacco law?

31. What the restrictions of the first Chinese tobacco law?

32. If you stop smoking can you avoid cancer?

CRITICAL THINKING

33. In your opinion, is the quality of life in Asia or, the making of money here in the United States the most important issue in this debate over exporting cigarettes to Asia? Defend your opinion in a five sentence paragraph.

Name:________________
Date:________________
Class:________________

Wood block Activity-Teacher Notes

These wood block pictures were taken from the late Qing edition of the Qinding shujing tushmo (1905) reprinted in John King Fairbank's book, China: A New History. These wood blocks would be good to use if you are putting China into a historical context or as an overview of the 12 cultural characteristics, food, clothing, shelter, government, economy, education, family, arts, recreation, religion, communication and transportation of Chinese culture.

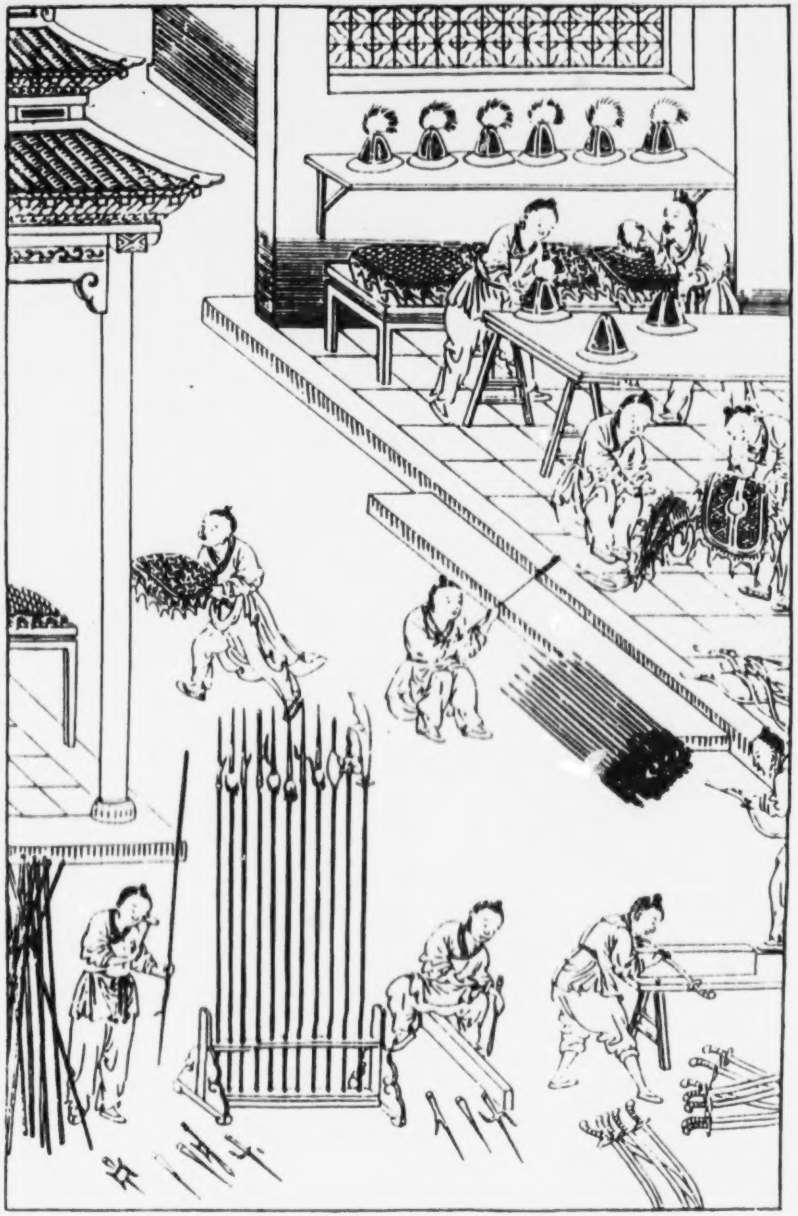
This activity is designed to be a cooperative project. The students should study a picture without the captions and the notes on the 12 cultural characteristics sheet provided. You could then have the students report to the class on what they had found or write a one page paper as if they were in the scene shown.

MR. DIEDRICH

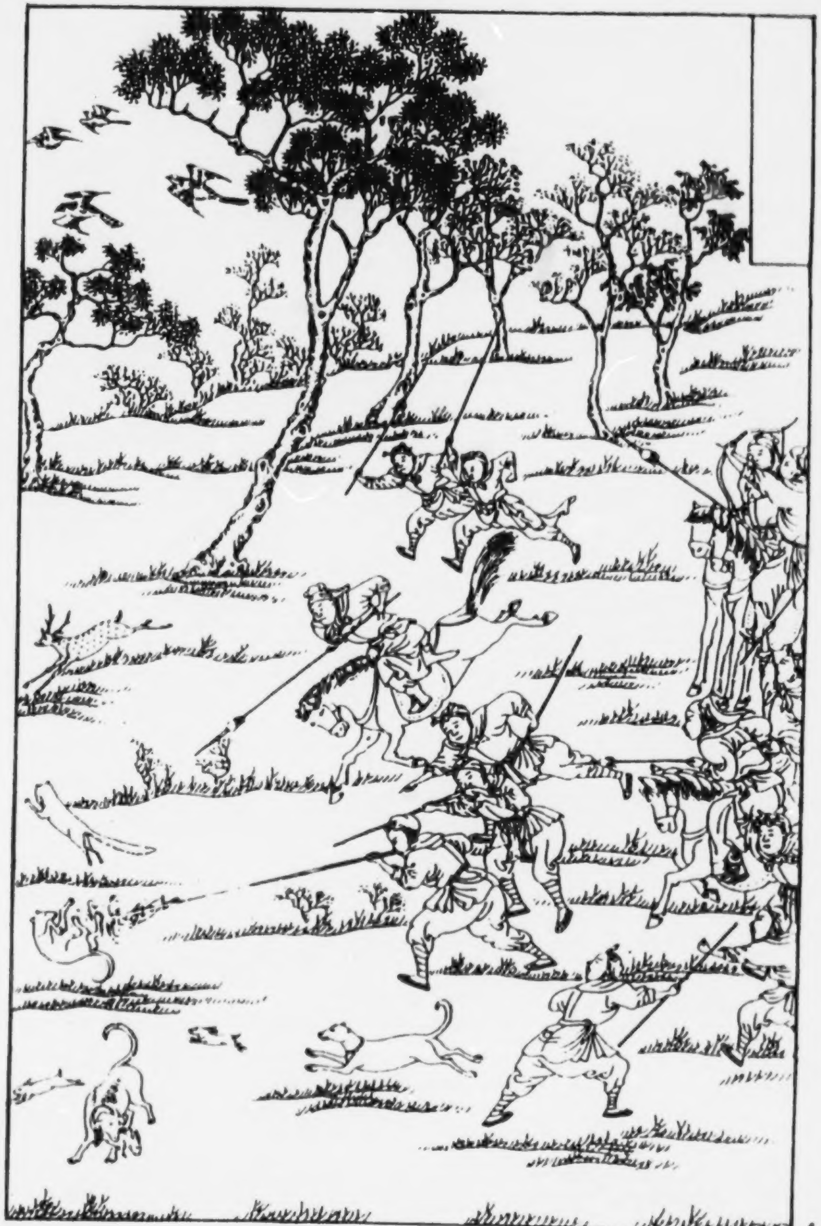
NAME:________________
DATE:__________________
HOMEBASE:_____________

12 CULTURAL CHARACTERISTICS

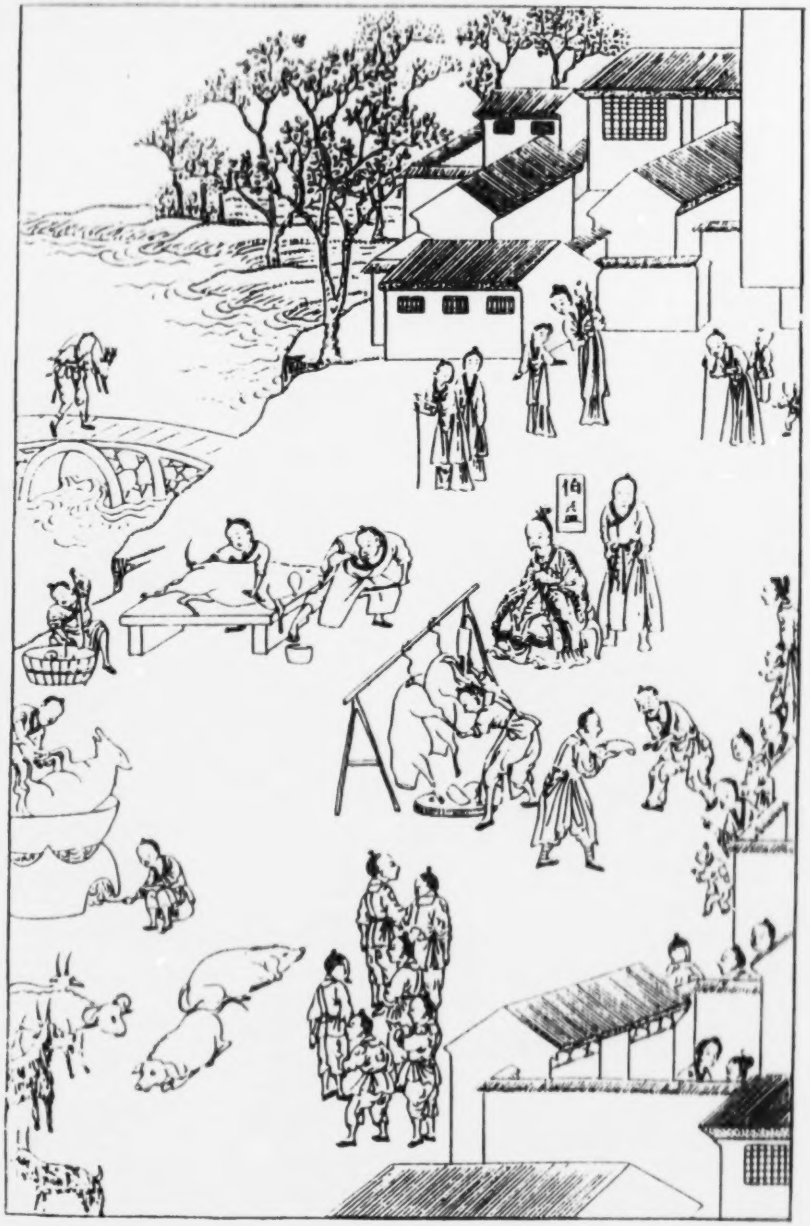
1. FOOD
2. CLOTHING
3. SHELTER
4. COMMUNICATION
5. FAMILY
6. TRANSPORTATION
7. GOVERNMENT
8. RELIGION
9. ARTS
10. ECONOMY
11. EDUCATION
12. RECREATION



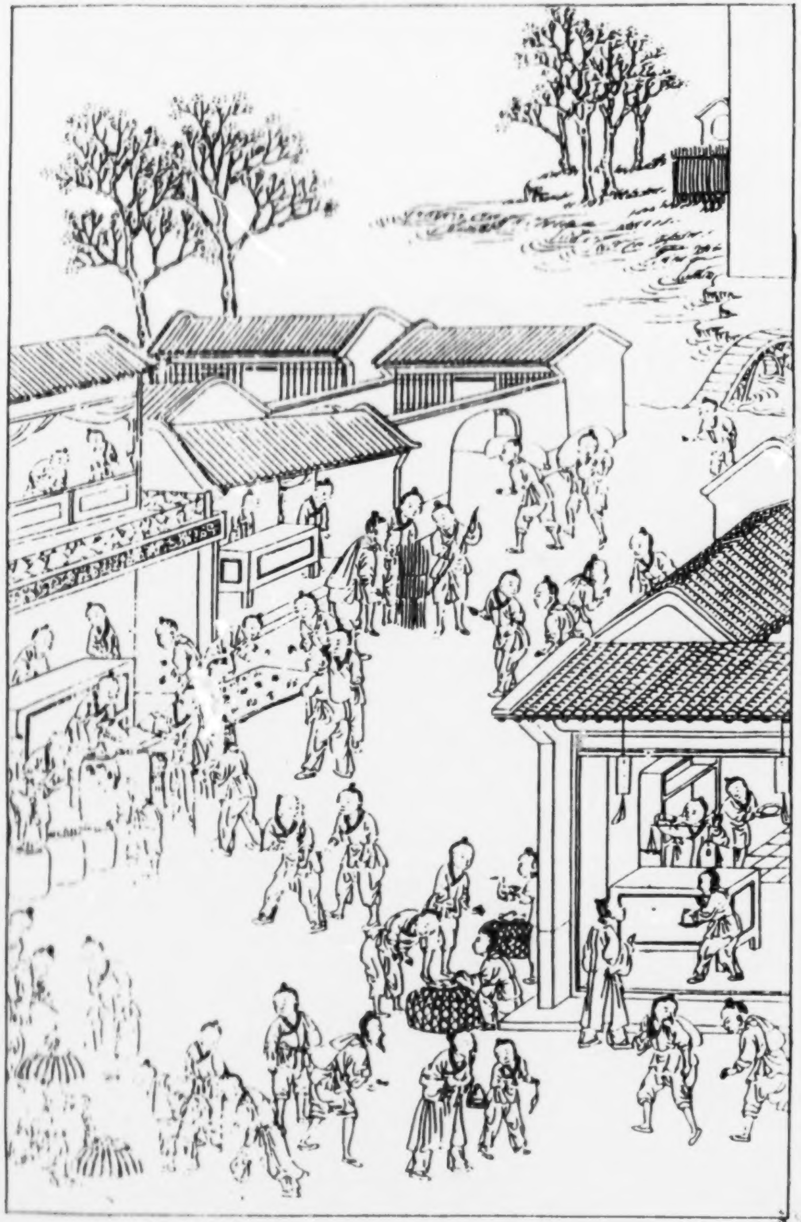
31. A military workshop. Bows are being strung, arrows tested, swords sharpened, and metal spearheads added to long poles. Soldiers' plumed hats and shields are completed at the back.



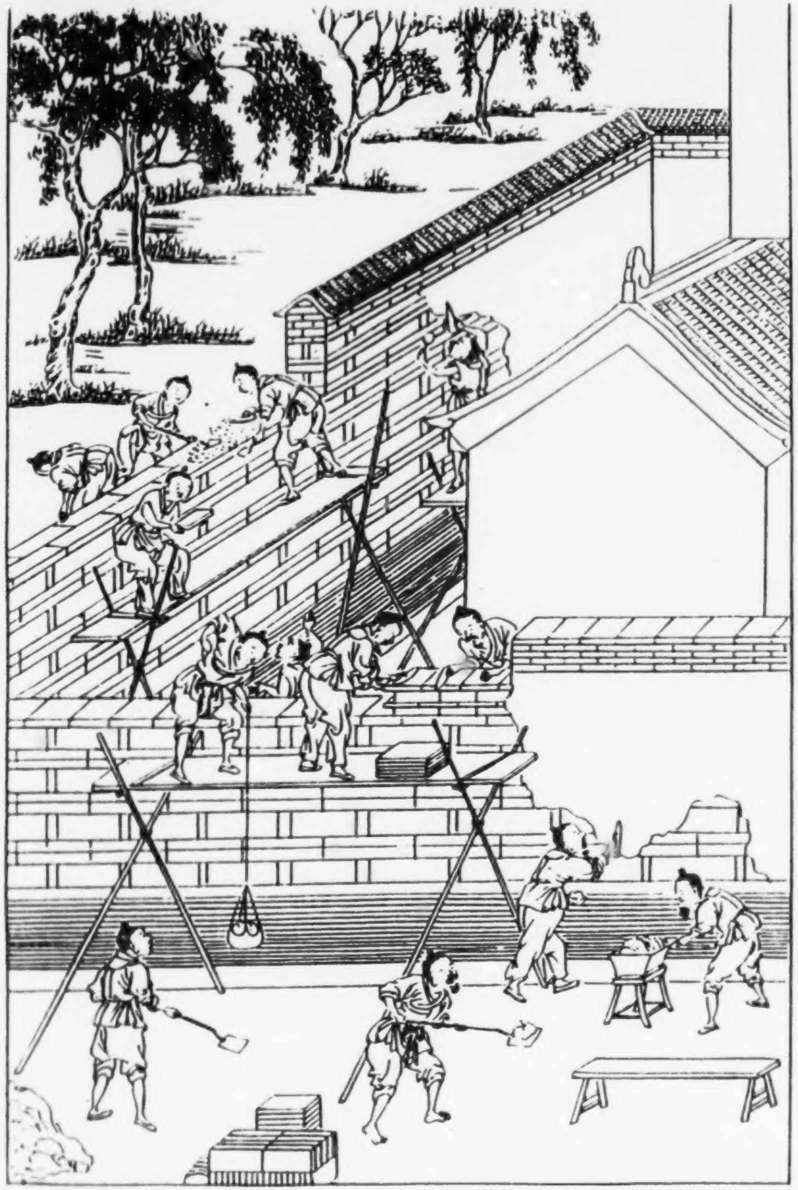
32. A hunting scene. The hunters have their horses, dogs, and beaters. A horseman aims his spear at a speeding fox as a nearby deer escapes. A blundering gunman misses a rabbit and kills a dog. Birds are the targets of arrows.



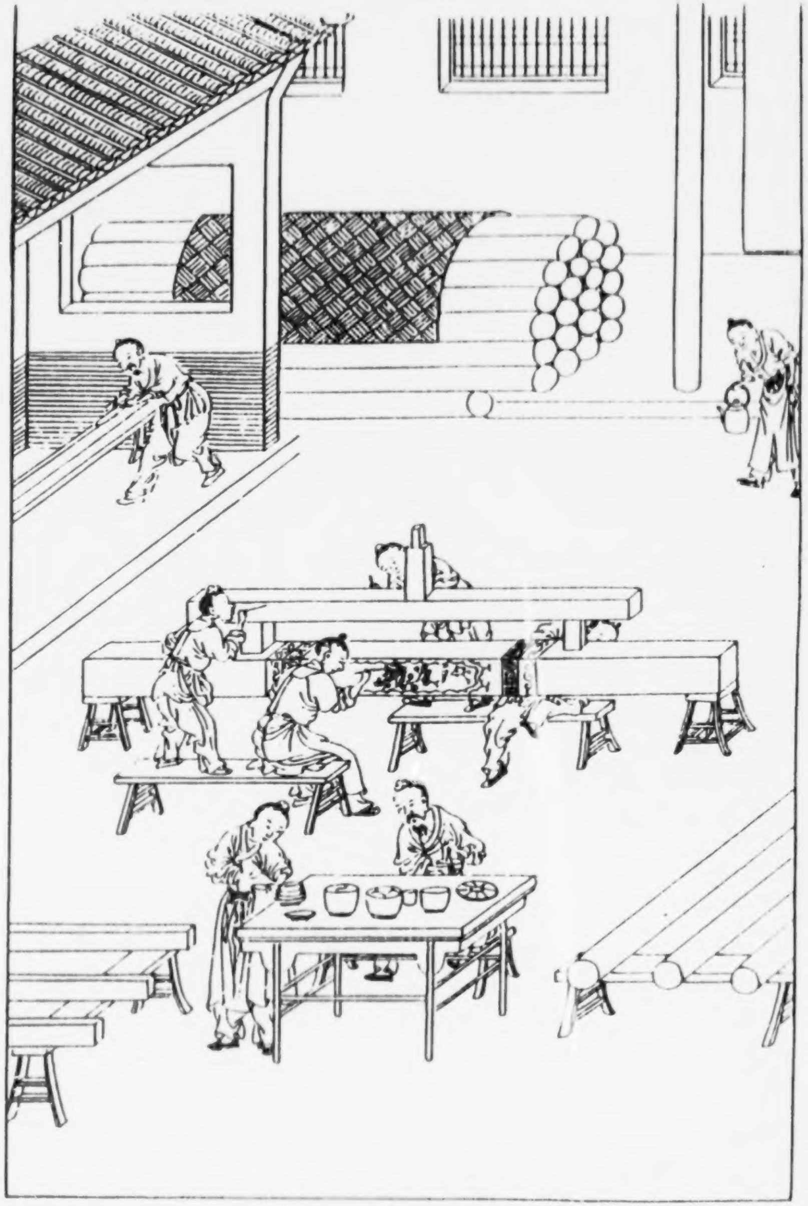
29. A butcher's yard. The pig on the platform is about to have its throat cut and its blood caught in the pan. On the fire at the left the skin is scalded and the bristles removed. After the butchering, a portion of the meat is being given to the poor.



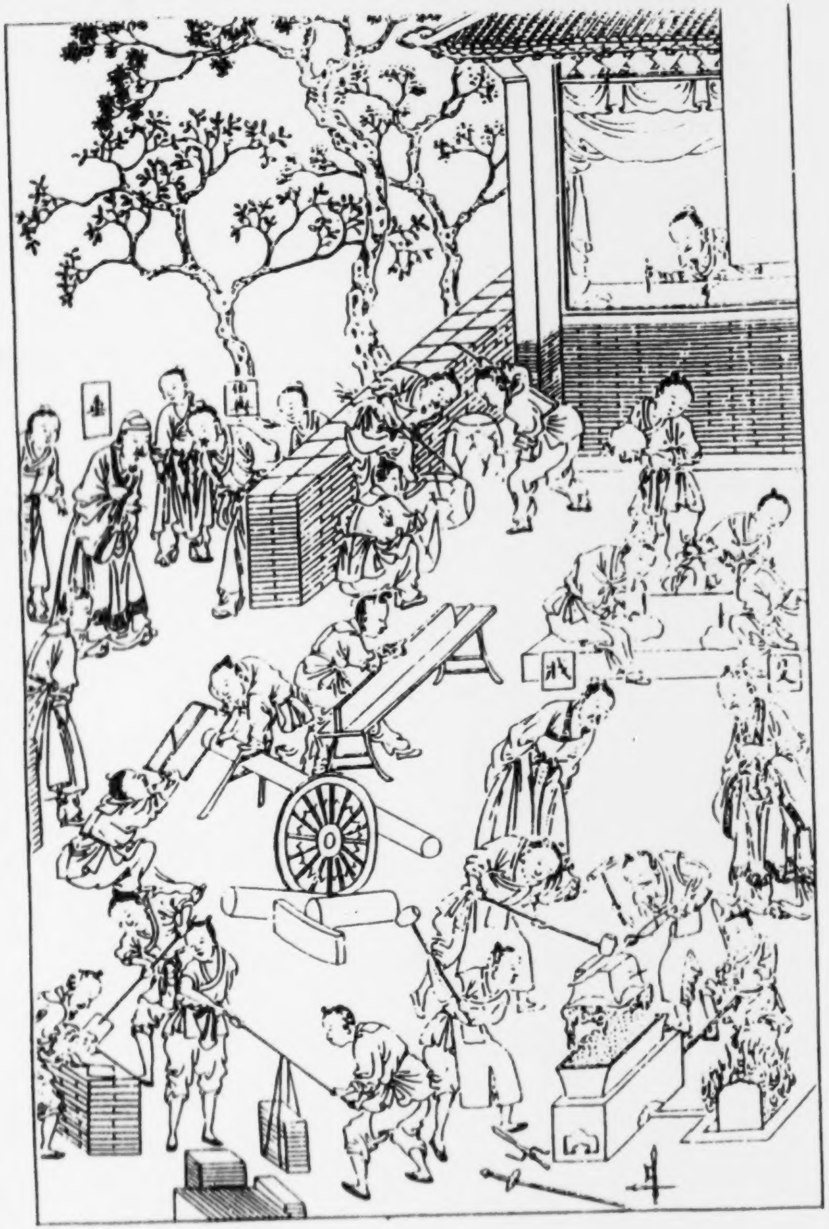
30. A village market. On the busy street, fish, ducks, grain, and other produce are for sale. A shopkeeper at the right is weighing something delicate, probably medicine. [illegible] that [illegible] of th[illegible]pers [illegible]omen



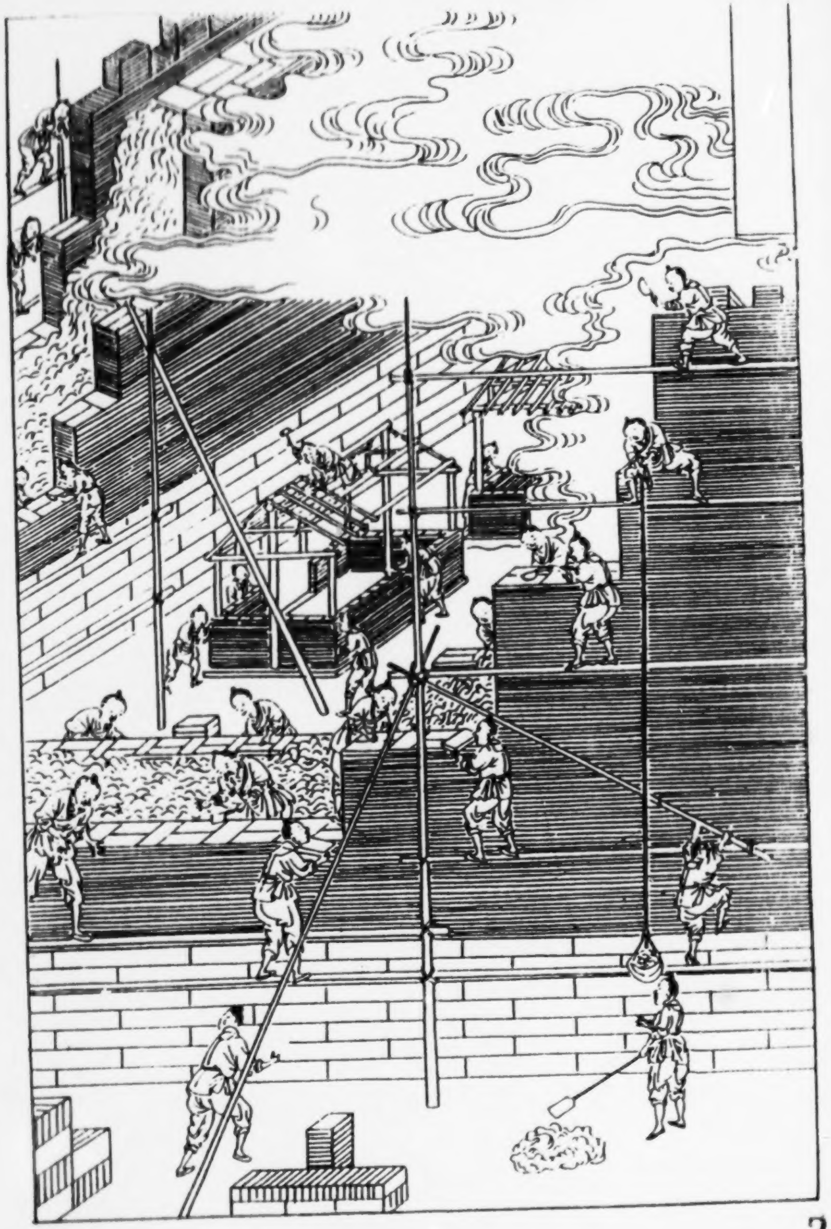
27. Walling a compound. Unlike the city wall, this wall is built entirely of bricks with a pitched roof of tiles. Two men with trowels are plastering the bricks for elegant effect.



28. An architectural decorator's workshop. In the foreground men grind and mix colors for the skilled painters who are decorating the girder and smaller beam beyond.



25. A late Qing edition of the *Qinding shujing tushuo* (1905) depicts craftsmen at work. Carpenters, blacksmiths, bricklayers, and others demonstrate their skills to long-gowne[illegible]upervis[illegible]



26. A city wall. To be impenetrable by invaders, it is built of two parallel brick walls with earth packed tightly between. Builders on this flimsy scaffolding are raising the walls[illegible]ty fe[illegible]more.

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Activity

1. Why are cartoon important?

2. What is sarcasm?

3. Why is China well suited for cartoons?

4. Why are some Chinese cartoons not considered funny?

5. When did cartoons become popular in China? Europe? The United States?

6. Why are cartoons thriving in China today?

7. To what is humor related?

8. To what two things are cartoons related?

9. What happens to cartoons under socialism?

Preface

Cartoons are an art of humor which depict a certain meaning with images and captions. Although many cartoons are humorous, the development of this art form has been closely associated with serious political and social matters. Today, in China, the prosperity of cartoons is being influenced and controlled by politics. The captions which support the drawings use the language of daily life, however, the skill with which it is employed can create the most subtle and suggestive meanings. When the meaning contains disparagement the humor becomes sarcasm. Sarcasm and humor are often used together to convey the cartoonist's opinion on current political and social issues, as well as those which are just for entertainment purposes.

Humor as an art is the product of language and cultural development. China, with its long history, has developed a sophisticated language which is well suited for use in cartoons. Despite the humor of the Chinese people, it is true, as some foreign critics say, that Chinese cartoons lack humor. The reason is that China has had a long feudal and semi-feudal period, under which the people did not have freedom to create works of humor and sarcasm. It was not until the beginning of the 20th century, that the art of cartoons became popular, two or three hundred years later than it did in Europe and North America. As they became more popular they tended to reflect the heavy suppression that China suffered under for nearly a century, the works produced by Chinese artists mainly depicted resistance to oppression. They were likened to a javelin or dagger, a tool for battle. They were caustic and profound in hatred but lacked humor. Very few cartoons reflected the fun of life or a comfortable and stable society. This is a characteristic of the cartoons from many suppressed nations.

In the past decade, however, the cartoon art of China has been thriving under more flexible and tolerant conditins brought on by a more stable and economically prosperous society. Humorous cartoons have appeared in large numbers and some very witty cartoonists have come to the fore, however, techniques can be further developed to bring out more of the originality in composition and characteristics inherent to Chinese culture.

Humor is related to culture, and the appreciation of it differs according to one's cultural background. Cartoons are also related to the social system and social conditions of a country. Under socialism, works of low taste are generally discouraged and often not accepted for publication. This collection reflects a humor which is acceptable to China under the present social conditions. Although cartoons stress humor, any form of art cannot be divorced from real life. Consciously or unconsciously, cartoons inevitably reflect human sentiments and thoughts in the context of social activities. Therefore the contents of cartoons may be profound or shallow, depending on the awareness, education and intention of the artist. Some cartoons only present humorous phenomena, while some evoke deep afterthoughts. Even those purely humorous subjects can be of different artistic level—some good at finding peculiar objects, and some only copying obvious subjects.

This collection only represents works published in the past decade. Cartoons are spiritual food for human civilization. The influence and role of them in society is being given more and more attention, however, more skilled cartoonists are needed and more experience should be accumulated in China. This art form will inevitably flourish and more cartoons published in collection form will play a positive role in developing this field. Cartoonists will learn from each other, they will be able to gain from international exchanges and through this promote the appreciation of the origins and role of cartoons in Chinese culture.

Fang Cheng
September 5, 1989

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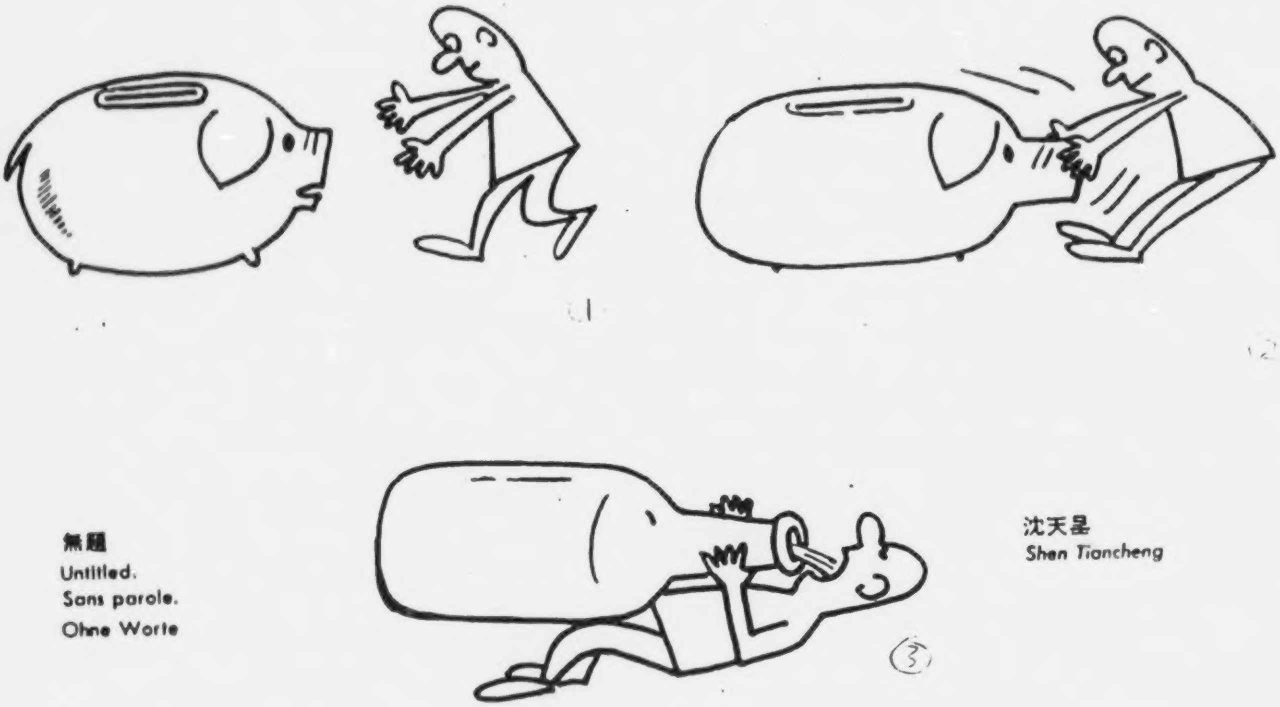
Fulbright 1994/Diedrich (English)

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



無題
Untitled.
Sans parole.
Ohne Worte

沈天呈
Shen Tiancheng

1. What is the cartoon about?

2. In a paragraph, on the back, describe what you see in this cartoon.
3. Why would a Chinese cartoonist make such a cartoon?

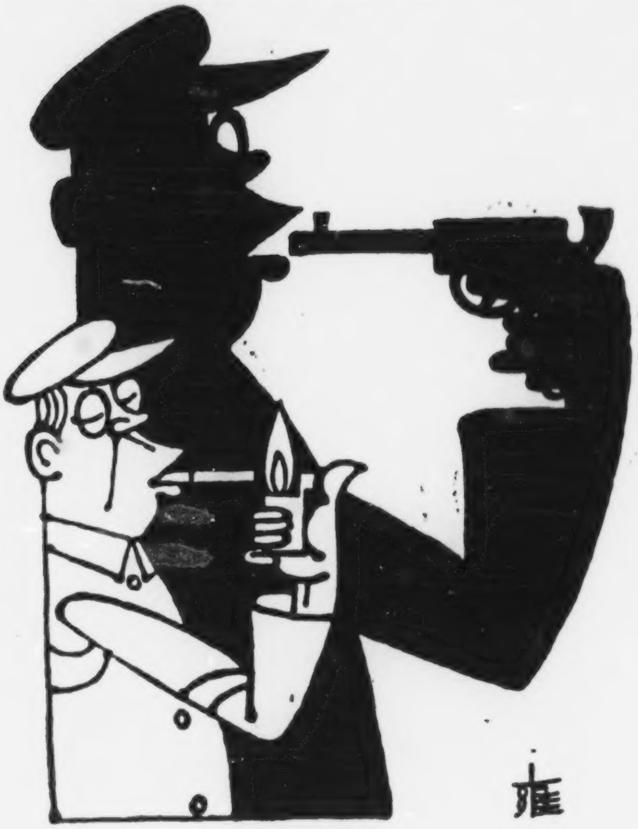
4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Fulbright 1994/Diedrich (English)

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



危險的嗜好
A dangerous hobby.
Une habitude dangereus
Gefährliche Gewohnheit

劉 雍
Liu Yong

1. What is the cartoon about?

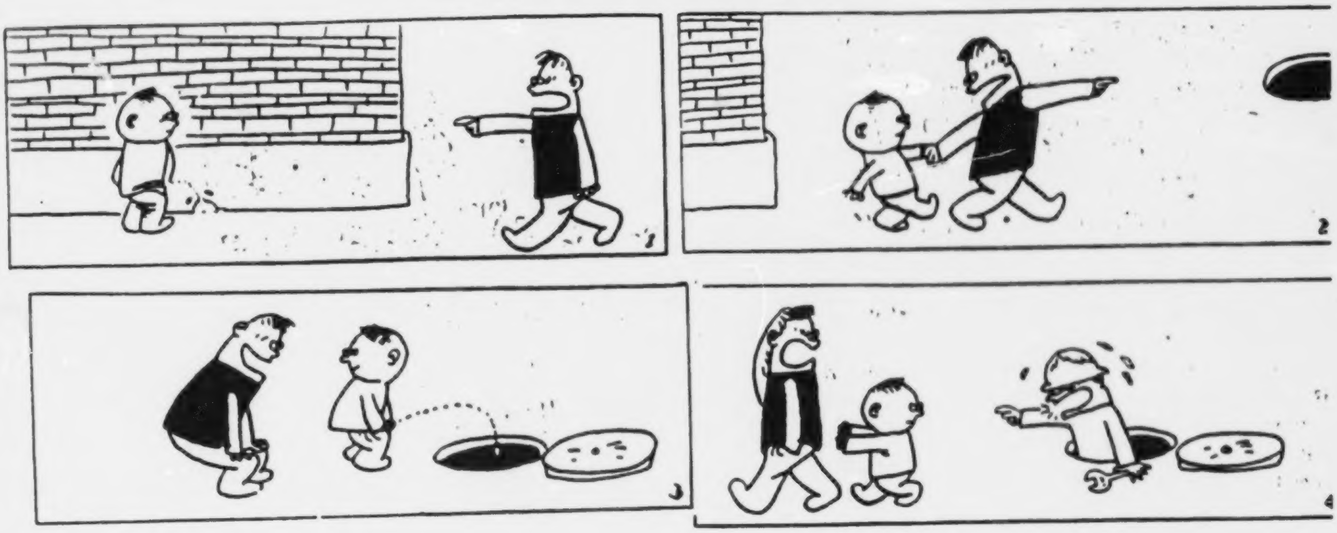
2. In a paragraph, on the back, describe what you see in this cartoon.
3. Why would a Chinese cartoonist make such a cartoon?

4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



始料不及
Well intended.
Bonne intention.
Erziehungsmaßnahmen

姜永杰
Jiang Yongjie

1. What is the cartoon about?

2. In a paragraph, on the back, describe what you see in this cartoon.

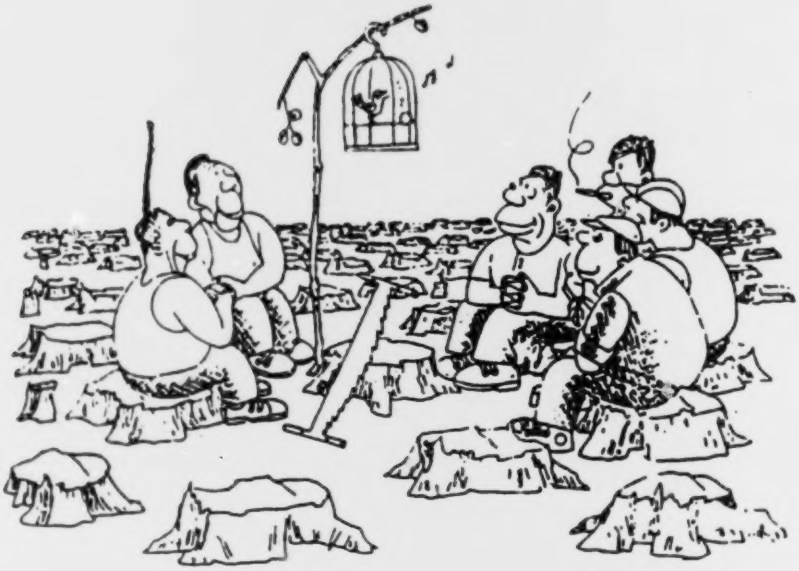
3. Why would a Chinese cartoonist make such a cartoon?

4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



回想
Those were the days.
Réminiscence.
Es war einmal

陳樹斌
Chen Shubin

1. What is the cartoon about?

2. In a paragraph, on the back, describe what you see in this cartoon.

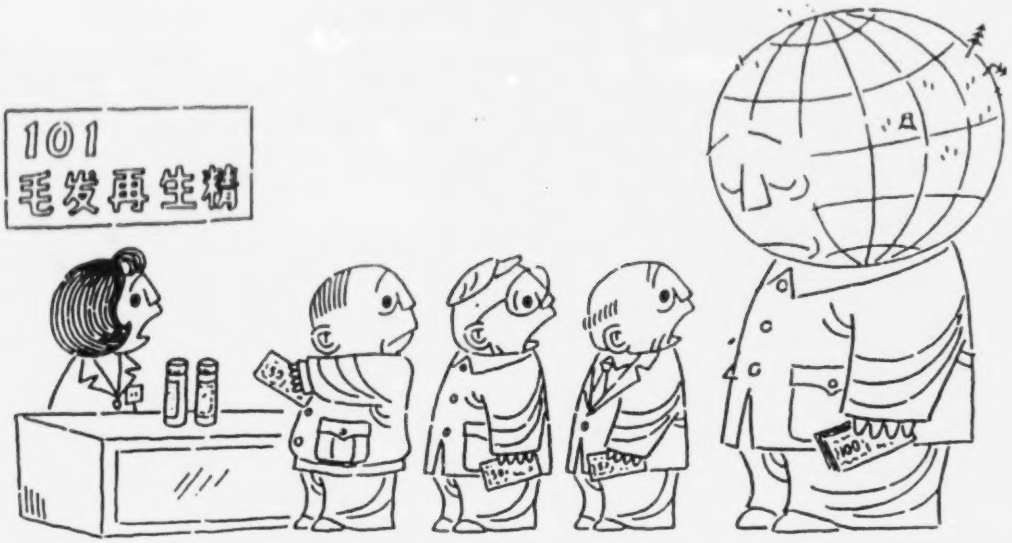
3. Why would a Chinese cartoonist make such a cartoon?

4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



大買主
Big buyer (characters are: 101 Hair Growth Liniment).

楊昆原
Yang Kunyuan

Le gros client.
(Les caractères chinois: Lotion 101 pour la repousse des cheveux)

Letzter Versuch (die Schriftzeichen bedeuten
„Haarwuchsmittel 101")

1. What is the cartoon about?

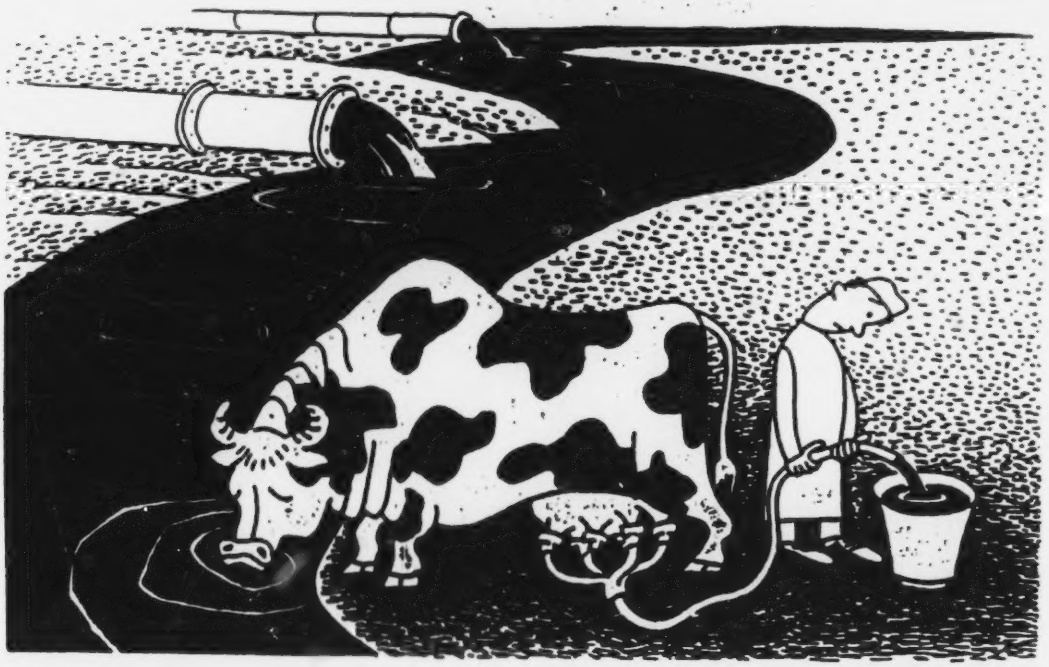
2. In a paragraph, on the back, describe what you see in this cartoon.
3. Why would a Chinese cartoonist make such a cartoon?

4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Name:____________________
Date:____________________
Class:____________________

Chinese Cartoon Analysis



近墨者黑
Side effects.
Contagion.
Kreislauf

鑒 平
Jian Ping

1. What is the cartoon about?

2. In a paragraph, on the back, describe what you see in this cartoon.

3. Why would a Chinese cartoonist make such a cartoon?

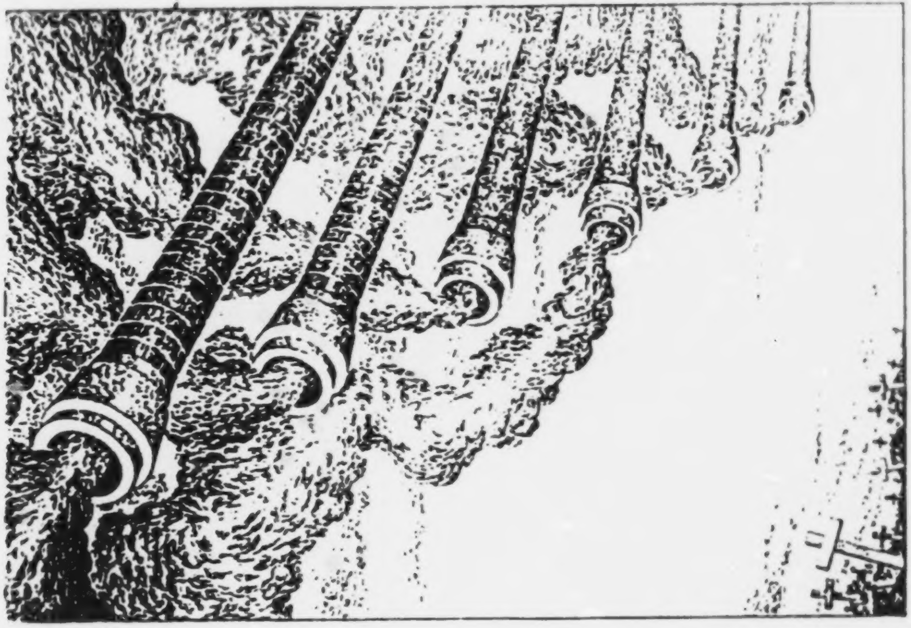
4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Fulbright 1994/Diedrich (English)

Name:________________
Date:________________
Class:________________

Chinese Cartoon Analysis



無聲的轟擊
Silent devastation.
Canonnade silencieuse.
Geräuschlose Verwustung

[illegible]
Li Qing

1. What is the cartoon about?

2. In a paragraph, on the back, describe what you see in this cartoon.

3. Why would a Chinese cartoonist make such a cartoon?

4. What would you title this cartoon?

5. What does this cartoon tell you about China today?

Students sweat over exams and future

by Lin Shiwei

THE unusual summer heat this year is more keenly felt by those Beijing youngsters who are sweltering under the pressure of a college entrance examination due in a week's time.

Their only consolation is perhaps the knowledge that for every 13 who sit for the exam, 10 will find a place in colleges or universities across the country

These include four-academic-year colleges and two- or three-academic-year vocational institutes.

"I hope my son will be one of the 10," said Ma Zhengrong, a shop-assistant, who was excited at the news.

Ma's son, who failed last year's exam, has been working hard this year with his parents' encouragement. He is applying to do a liberal arts course.

Statistics from the Beijing Municipal Admission Office (BMCA) showed that more than 26,700 students in Beijing will sit for this year's college entrance exam and 20,600 will be enrolled.

"Students do not have to squeeze into colleges this year like thousands of people passing through a single-plank bridge," Wu Fengchen, vice-director of BMCA said.

So it is no wonder that many college students are saying that today's high school students have it easy, unlike the situation in past years. In 1977, when the State annual college entrance examination was resumed after it had been suspended for nearly 10 years because of the "cultural revolution," the rate was 16.44 to 1. In 1980, it was 8.8 to 1 and in 1990, 2.46 to 1.

Last year, the chances of getting into college were even better — 1.7 to 1.

However, educators have reminded students to pay attention to the delicate changes and difficulties they face.

According to Wu, the admission rate for liberal arts majors is 1 to 1.7, higher than that for science majors which is 1 to 1.16.

In the past two years, many students who want to study liberal arts have tried to squeeze into schools or departments offering such programmes as foreign trade and economy, travel and foreign languages.

Meanwhile, medical science, electronics, computer science and biochemistry are among the most popular science programmes among college applicants.

As a result, the chances of getting into these popular programmes are lower and the competition more fierce.

Competition will be tough for most high school graduates in Beijing who want to enter local universities.

Even some ordinary schools in Beijing are asking for higher scores for enrolment than such well-known universities as Zhejiang University in Hangzhou, Zhejiang Province.

"A lower rate does not mean that our higher education has developed by leaps and bounds," Wu said. "However, it represents a major policy shift in the overall education system."

In the past, too much emphasis was placed on developing higher education. But today, vocational and professional training at the secondary school level is stressed.

Name:__________________
Date:__________________
Class:__________________

China Daily-"Students Sweat Over Exams and Future"

1. Who wrote this article?

2. Why were the students of China under so much pressure?

3. How many students out of 13 will find a seat in a college or university?

4. How many students, according to the Beijing Municipal Admission Office, will take the exam this year in Beijing?

5. How many will be enrolled?

6. When was the college entrance exam suspended?

7. Why was the college entrance exam suspended?

8. What are three of the most popular science programs among college applicants in China?

9. What the Chinese stressing at the secondary level? Why?

10. How would you feel about taking such exams? Why?

Fulbright 1994/Diedrich (English, Life skills)

Life Skill Activity-Entering and Exiting China

Whenever you travel from one nation to another you need a passport to prove where you are from as well as a visa which allows you to travel in a foreign country.(Not all countries require visas.) Upon arrival in the People's Republic of China you must show you passport and visa.

Using the following information below fill out each card to enter China:

1. United flight 473

2. Passport Number 021273789

3. Visa Number 042883

4. Address in China:
   Jimen Hotel
   No 19 Xinjiekouwai St.
   Beijing, China

5. Create your own occupation

6. Host Organization: National Committee of United States - China Relations

7. Purpose of Visit: Fulbright-Hayes Seminar Abroad Delegation, Study.

出境登记卡 DEPARTURE CARD

填写前请认真阅读背面说明
please read the points for attention on the back before filling

姓 Family Name		名 Given Name	
出生日期 Date of Birth	年 Y 月 M 日 D	性别 Sex	
国籍 Nationality		护照・证件号码 Passport or Certificate No.	
偕行人数 Accompanying number		目的地（国家） Destination (country)	
职业： Occupation	1.行政管理人员 Legislators & Administrators		
2.专业技术人员 Professionals & Technical		3.办事员 Clerk	
4.商业人员 Commerce	5.服务人员 Service	6.农民 Farmer	
7.工人 Worker	8.其他 Others	9.无职业 Jobless	
航班（车次） Flight (Train) No.		旅客签名 Signature	

官方填写：
Official Use Only

证件种类

说　明

一、入、出境中，外籍旅客必须如实填写本"登记卡"，并随同护照、证件一并交边防检查员查验，"登记卡"由边防检查员收存。

二、请用中、英、法、西班牙其中一种文字填写，日本人姓名用罗马文拼写，字迹要工整、清晰。

三、请根据自己的职业在职业栏内的一项上划"√"。

四、禁止携带法律规定的危险物品入境，如有，必须向边防检查站报告。

五、入境到达居住地后，须按规定办理住宿登记或居留登记手续。

Description

1. Both Chinese and foreign travelers shall fill in the Arrival Card or Departure Card and hand it in along with their passports and other certificates to officers of the Frontier Defence Inspection for check. The card will be kept by officers.

2. Fill in the card clearly in the following languages: Chinese, English, French and Spanish. Japanese names shall be filled in Rome alphabet.

3. Please use "√" to show your occupation in the frame.

4. Any dangerous articles are forbidden. Passenger taking dangerous articles must declare to officers.

5. You should go through the registation of stay or residence after arriving your place.

入境登记卡 ARRIVAL CARD

填写前请认真阅读背面说明
Please read the points for attention on the back before filling

姓 Family Name		名 Given Name	
出生日期 Date of Birth	年 Y 月 M 日 D	性别 Sex	
国籍 Nationality		护照・证件号码 Passport or Certificate No.	
中国签证号 Chinese Visa No.		签发地 Place of Issue	
偕行人数 Accompanying number		航班（车次） Flight (Train) No.	
职业： Occupation	1.行政管理人员 Legislators & Administrators		
2.专业技术人员 Professionals & Technical		3.办事员 Clerk	
4.商业人员 Commerce	5.服务人员 Service	6.农民 Farmer	
7.工人 Worker	8.其他 Others	9.无职业 Jobless	
在华地址 Address in China (Hotel)			
旅客签名 Signature			

官方填写 [illegible]
Official Use Only

证件种类

说　明

一、入、出境中，外籍旅客必须如实填写本"登记卡"，并随同护照、证件一并交边防检查员查验，"登记卡"由边防检查员收存。

二、请用中、英、法、西班牙其中一种文字填写，日本人姓名用罗马文拼写，字迹要工整、清晰。

三、请根据自己的职业在职业栏内的一项上划"√"。

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健 康 申 明 卡
HEALTH DECLARATION

姓名 性别 年龄
Name in full ____________ Sex ____________ Age ____________

国籍 职业
Nationality ____________ Occupation ____________

入境日期 交通工具名称及标志
Date of entry ____________ Name & mark of means of transport ____________

1. 到达前四周内您到过哪些国家和城市
Please describe the countries and cities (towns) where you stayed within 4 weeks before arrival ____________

2. 现如有以下症状，请在症状前划"☑"。
Please mark ☑ before the symptom if any now。

□发烧 □皮疹 □咳嗽 □咽喉痛 □出血
Fever Rash Cough Sore throat Bleeding

□呕吐 □腹泻 □黄疸 □淋巴腺肿
Vomiting Diarrhoea Jaundice Lymph－gland swelling

3. 现患有以下疾病，请在疾病前划"☑"。
Please mark ☑ before the disease you are auffering.

□艾滋病（包括艾滋病毒带毒者） □麻风病 □精神病
AIDS (Inc. infected with HIV) Leprosy Psychosis

□性病 □开放性肺结核
Venereal diseases Active pulmonary tuberculosis

4. 如随身携带下列物品，请在下列项目内划"✓"：
Please mark "✓" in the items of the following articles, if you buing any of them with you.

生物制品 血制品 废旧衣服
Bioproducts ________ Blood products ________ Waste and used clothes ________

5. 团体名称
Name of group ____________

6. 在华住址和接待单位
Contact address and host organization in China ____________

____

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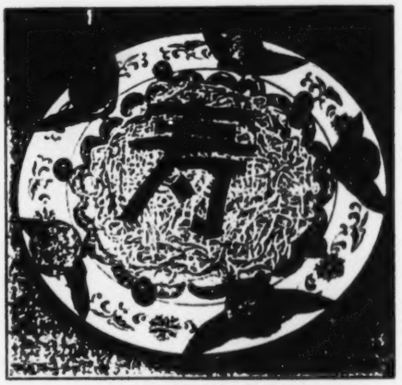

Longevity noodles, Chengdu

From Peking To Canton

What's really cooking in China

As more Americans discover the exotic delights of the People's Republic of China and as business contacts between China and the U.S. multiply, there is growing curiosity about the state of Chinese cuisine and the quality of restaurants—what will be offered and how it will taste. To find out, TIME *Food Critic Mimi Sheraton spent three weeks tasting a variety of foods in eight cities: Shanghai, Suzhou, Hangzhou, Nanjing, Peking, Xi'an, Chengdu and Canton. Her report:*

C*hi guo le mei you?* That is Chinese for "Have you eaten yet?" and it is a standard greeting in a country where food is considered a subject worthy of the attention of poets and philosophers. For Americans traveling in China, the counterpart seems to be "How is the food?" It is virtually the first question tourists ask when they meet and one that evokes responses ranging from "wonderful" to "terrible." Based on meals and street snacks sampled on a gastronomic long march through China, this visitor can report that all the answers are true. There is indeed wonderful food, as well as some that is terrible, with much more that is merely mediocre. For every delectable experience, like a dinner of impeccable Peking duck with its glassily crisp skin folded into delicate crêpes, there were several depressing meals of bland, gristly meat and canned vegetables swimming in grease, ineptly served in drab and dirty dining rooms.

What the traveler gets depends on many elements, but perhaps the most important are 1) knowing what is available and 2) being willing to spend considerable effort and money to locate the best. In short, one has to care a lot about food. It is possible to wander into a people's restaurant, order dishes seen on other tables and have a delicious meal for about $5 a person, but the odds are much against such a happy outcome. A more likely experience would be to spend $375 on a banquet for eight at a gleaming, modern hotel and have an exquisitely presented but virtually tasteless meal for which the delicate petals of a rose are meticulously carved from the Chinese equivalent of Spam.

To avoid disappointment a visitor should have realistic expectations about the restaurants in China today, most of which are below standards set in Hong Kong, Taipei and New York. Despite the country's ancient traditions of cuisine, most chefs now are out of practice when it comes to fine and careful cooking, and few dining-room staffs know how to serve in anything like first-class style. War, revolution, poverty and a Maoist regime that considered embellishment a manifestation of bourgeois decadence have taken their toll. "We lost the thread of our culinary tradition," says Hu Yulu, the retired chef and now adviser to Shanghai's Jinjiang Hotel. "Our cooking began to decline in the '50s, and we won't even talk about the '60s and '70s, when our most talented chefs left the country," he added. "We have to teach young cooks how traditional Chinese food should taste," agreed Zhang Songqi, secretary-general of the Shanghai International Culture Association, an organization that arranges tours for individuals and small groups interested in special subjects such as art, education or food.

The masters involved in training new chefs take their cue from the admonition of Yuan Mei, the 18th century poet who is considered the Brillat-Savarin of China: "Into no department of life should indifference be allowed to creep—into none less than cookery." Instructors are trying to instill Yuan's philosophy in students at vocational schools and more advanced professional cooking schools in China. Novices first learn the intricacies of chopping and slicing, practicing on potatoes or turnips, before they graduate to basic cooking techniques and finally master the classic floral garnishes formed of fruits, vegetables, meat and eggs. As a new generation takes over in the kitchen, the general quality and authenticity of the food promises to improve. But for now, some of the best and most rarefied eating is to be found in hotels and restaurants where older chefs hold sway.

In the quest for good food in China, the most useful quality may be a spirit of adventure. Nowhere is an unprejudiced palate better rewarded. Many foods considered delicacies by the Chinese cause Westerners to shudder. Among such exotica are snake, sea slug, turtle, bird's nests formed of swallows' saliva, dried jellyfish and webs of duck feet. The faint-palated would bypass such choices and thereby miss some of the world's most carefully orchestrated seasonings as well as much of the drama of Chinese food. Snake cut in thin slivers and cooked in a soup suggests the most delicate chicken and, along with earthy black mushrooms, lends savor and body to the broth. Though a bit startling to the eye, thick, dark, firmly gelatinous sea slugs are delicious at Furong in Chengdu, where they are cooked in a velvety, dark sauce that is mellow with wine and fragrant with star anise. This is a sauce that would make even paper towels palatable. Much the same can be said for the rich black-bean-and-garlic sauce that envelops chewy webs of duck feet, and the winy marinade that adds piquancy to cool, translucent slivers of jellyfish that may be nested on pungent pickled vegetables, all usually included in the more lavish cold-appetizer arrangements for banquets.

Most enticing of all for the truly adventurous eater are the humble and succulent

Photographs for TIME by Peter Charlesworth—Contact

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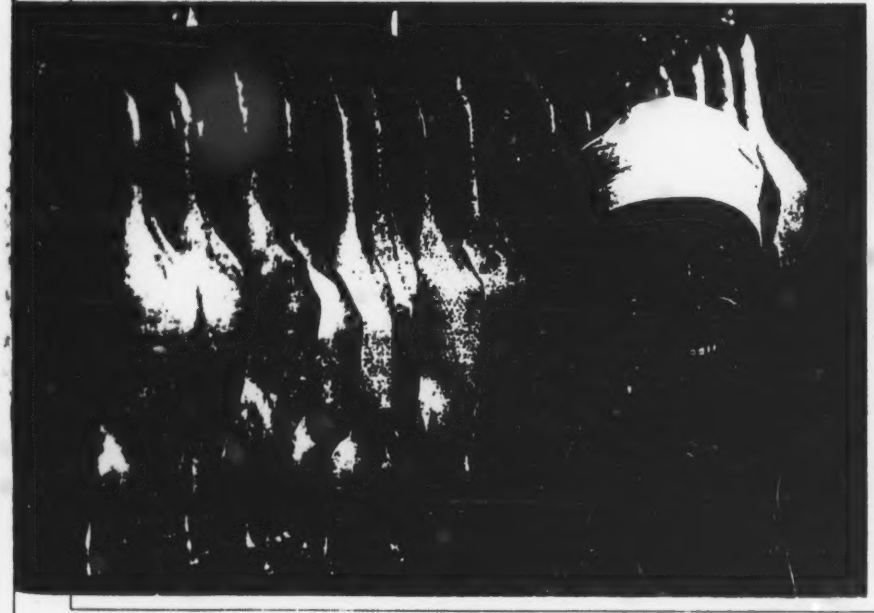
street snacks sold day and night in markets like those off Dongda Street in Xi'an. Here one can choose between the round, steamed, pleated dumplings known as *jiaozi* (or, in the larger size, *baozi)* that are filled with pork and aromatic hot broth, or the juicy, half-fried, half-steamed, pork-stuffed crescents called *guotie*. Breakfast purchased on Shanghai street corners can be the big snowy puffs of yeast buns filled with sweet red-bean paste. All day long there are noodles made of rice, wheat or mung beans, served hot, cold, with gravy or in soup, garnished with wisps of coriander and onions or more substantial bits of pork. (Travelers who want to enjoy the delights of food at unhygienic street stands as well as in the inexpensive, lively people's restaurants should carry their own chopsticks and spoons and an airline-size bottle of vodka, which is handy for cleaning bowls, dishes and cups.)

Such colorful eating brings a bonus in human contacts. Waiters and waitresses are especially solicitous, offering to show foreign guests exactly how to convey a *jiaozi* from plate to mouth with chopsticks so that the dumpling remains intact with no loss of broth. The Westerner who can master the technique may be rewarded with a free meal, plus a tour of the kitchen, where workers grinningly pose for pictures and shyly call, "Hello," the one English word they seem to know.

In Xi'an, this visitor found a spirit of instant camaraderie at Tongshengxiang, a restaurant featuring dishes that are Mongolian-Muslim, the geographic and religious origins of much of this city's population. What pleased the local diners so heartily was a hastily acquired skill at crumbling bits of half-baked yeast buns into a bowl that was then taken to the kitchen where it was brought to a frothy boil along with mutton, beef, noodles, vegetables, coriander and scallions. Puffed up like tiny spaetzle, the bread dumplings fleshed out a satisfying soup that was made fiery, sharp and aro-



吃過了沒有？

Clockwise: Shanghai eight-jewel stuffed duck; script for "Have you eaten yet?"; at the Chengdu market; cold appetizers at Fangshan in Peking

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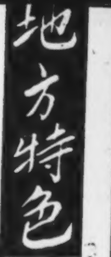
Clockwise: script for "regional cooking"; marketplace; noodle chef; dumplings; mushrooms and cabbage "fish"



matic with additions of chili and sesame oils, and winy, amber-colored aged vinegar. Many *ganbei*, or toasts, drunk with the strong-smelling mao-tai whisky, cloyingly sweet orange soda or cool, refreshing Chinese beer were raised.

Food has its operatic side in China, and anyone who savors local color will be repeatedly drawn to the street food markets, like Canton's Qingping, an enormous, dazzling maze where private enterprise is allowed to thrive. Here, more than in the sparsely stocked indoor government markets, are stacks of jade green cabbages, gigantic leeks, silvery winter melons, woodsy mushrooms, mounds of gnarled ginger roots, pomegranates and persimmons, displayed alongside skeins of noodles, fish swimming in vats of running water, and live geese and ducks, sitting sleepily in place with their feet tied together. Also live in crates and on sale as food are kittens, puppies and monkeys, as well as snakes writhing in shallow pools. (The Westerner need not fear that such animals will appear without notice on his plate. All are expensive and are prepared in specialty restaurants or at banquets.)

Amid the jumble of stalls, dense with the flow of human traffic and clattering with the din of vendors hawking wares, shoppers poke animals for tenderness and watch closely as purchases are weighed in hand-held balance scales, and mothers quiet crying children with cuts of sugarcane or towering lollipops of golden caramelized sugar pulled into flamboyant dragons.

An air of plenty also prevails in the bakeries selling moon cakes, a delicacy favored during the autumn harvest-moon festival. Shoppers line up for these heavy round pastries, embossed with good-luck symbols and filled with candied fruits or spiced meats, much like mincemeat.

Yet despite this apparent abundance, there are persistent shortages of fresh vegetables, fish and high-quality meat, more marked in some cities than in others. In Shanghai, for example, shoppers with families to feed will go to market at 4:30 or 5 in the morning; by noon in Peking, vegetable stalls are often out of everything except onions and cabbages.

Small wonder, then, that the best quality of such basic staples as tea, rice and oil is not used in ordinary restaurants. An overabundance of oil is a complaint most Westerners make about the food. But to the Chinese, oil is a sign of opulence, and so it is often poured generously. Yet quantity seems less a problem than quality. In the cheapest restaurants oil generally had a harsh, acrid flavor, a result of either poor processing or having been reused. The practice is not uncommon in American Chinese restaurants. Those who are sensitive to MSG (monosodium glutamate) have an even more difficult time, for that flavor enhancer is virtually ubiquitous. The only solution would be to order Western food in advance in the dining rooms of tourist hotels.

China's system of restaurant organization seems to cater to foreigners and to take great pains to please them. Restaurants are generally laid out on two or three levels. The street level offers the simplest food at the lowest prices, as well as poor sanitary conditions that usually include cuspidors near all tables. The second floor is slightly cleaner, has a larger menu and somewhat higher prices, though it is primarily frequented by Chinese. Most foreigners are shown to the top floor for pre-ordered meals at the highest prices and in what the Chinese consider the most attractive surroundings. That may mean a genuinely handsome setting or a seedy, badly lighted room in need of fresh paint and curtains. Hotels have similarly layered facilities. (Hotels also have the cleanest public bathrooms, a feature that tourists come to cherish early on.)

Many American visitors are insulted when they are directed to the private rooms or segregated sections of dining rooms; they feel an attempt is being made to separate foreigners from locals. Yet there appears to be genuinely hospitable planning behind the division. In addition to being cleaner, tourist sections provide menus with English translations. Nevertheless, foreigners who insist on being seated on the lower floors will be.

Any Chinese dish, by the way, is likely to be better than a Western-style choice, judging by the sorry fare offered at places

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Clockwise: script for "flavoring"; cooks train at Shanghai's Jinjiang Hotel; mosaic of appetizers, Peking

such as the Golden Flower Hotel in Xi'an, the Jinjiang Guest House in Chengdu and the somewhat macabre copy of the Parisian Maxim's in Peking. Even Chinese breakfasts of rice porridge, pickles, pork and dumplings surpass their Western counterparts, although there were excellent room-service breakfasts at the Jinling Hotel in Nanjing and the luxurious White Swan Hotel in Canton.

As for beverages, tap water cannot be used, even for ice or brushing teeth, but most hotels supply unlimited quantities of boiled water, hot and cold. With food, the best choices are bottled mineral waters and the excellent, clean-tasting Chinese beer, both preferable to the flowery local wines. And jasmine or chrysanthemum teas are more pleasant than the ordinary rough green and black teas.

The future for restaurant hopping in China looks bright, since there has been much improvement during the past five years in food, service and cleanliness. Most progressive of all are the joint-venture operations that are cooperative efforts between the Chinese government and a foreign corporation that sets up procedures, provides management personnel and trains the local staff.

Few Western visitors in China choose restaurants for themselves. Most are in tour groups; the arrangement may or may not lead to good food, depending on the knowledge and diligence of the travel agency and the price of the tour. It is best to tell the agency of any special restaurants one wants to visit so that arrangements can be made. In addition, individuals or small groups can go off to restaurants on their own, although because of the language barrier it is best to have the hotel or tour guide engage a taxi and call the restaurant. Even so, reservations may not be honored unless a deposit or, at times, the full price of the meal has been paid in advance.

Fortunately, there is a greater choice of food in China than there has been for several generations. If such progress continues, Americans in China may feel almost too much at home as menus begin to offer choices from columns A and B and meals wind up with fortune cookies. *—By Mimi Sheraton*

Where the Good Food Is

SHANGHAI. *Jinjiang Hotel*, eleventh floor, north building.* A handsome setting for Peking duck and Sichuan specialties.
Old Town Restaurant (Lao Fandian). This clean but worn upstairs dining room serves eight-jewel stuffed duck and authentic Shanghai fare.
Friendship Restaurant. Cantonese food such as suckling pig and steamed fish with scallions, in modern dining rooms.
Longhua Temple Restaurant, in the southwest corner of the city. Ingenious vegetarian versions of classic dishes.

SUZHOU. *Songhelou*. Chef Zhan Qinbiao is famous for fried squirrelfish and other delicately garnished local dishes.
Huangtianyuan on Guanqian Street. A clean, inexpensive café for noodles.
No. 17 Guanqian Street. Juicy, meat-filled steamed and fried *guotie* dumplings.

PEKING. *Fangshan*. Banquets in the dining room of the Imperial Court. Order cold appetizers and dessert savories.
Fengzeyuan. Clean though drab setting for silver-thread bread rolls, flower prawns, sautéed duck liver.
Jinfeng Baozi Shop. A mass restaurant for inexpensive dumpling snacks.

XI'AN. *Tongshengxiang Restaurant*, across from the Bell Tower Hotel. Serving Muslim appetizers and soups.
Qingyazai on Dongda Street. Mongolian hot pot.
Jaozi Restaurant. Thirty kinds of thimble-size dumplings make up the 15-course dinner in festive rooms.

CHENGDU. *Mingshan*. A café for Sichuan dishes. Sweet longevity noodles make a delicious dessert signifying long life.
Furong. Excellent Sichuan food in orderly but shabby rooms. Try rabbit with orange, carp with scallions, squab-egg soup.
Chengdu Restaurant (not the hotel). A casual spot for such Sichuan food as tea-smoked goose and chicken with peanuts.

CANTON. *Beiyuan*. A graceful old restaurant for dim sum or fine Cantonese dishes such as roast pigeon and snakehead fish on broccoli.
Guangzhou Restaurant (not the hotel). A modern Cantonese favorite. Try "drunken" crab in clay pot, grass carp.

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*Location noted only when obscure or if more than one restaurant has the same name.

Beijing Journal

NYT 11/22/94

It's Time, Again, to Talk of Cabbages, Not Kings

By PATRICK E. TYLER

Special to The New York Times

Mark Leong for The New York Times

Every November, farmers descend on Beijing with mountains of cabbages for sale to families stocking up for the winter. But prosperity, greenhouse gardening and vegetable shipments from the south have cut into sales.

BEIJING, Nov. 21 — "How much do you charge for delivery?" a customer asked, leaning on the handlebars of his bicycle in front of a truck-sized heap of cabbage on the side of the street in western Beijing.

"Charge for delivery?" Wang Zhenping fired back in a mocking tone that turned a few heads in the Horse Tail Gully vegetable market. "Did you just crawl out of a cave or something? It's free!"

The great cabbage migration has begun, and it's a buyer's market.

Mountains of Chinese cabbage — 396 million pounds by the reckoning of the Beijing authorities — began advancing on the capital this month, as one of old Beijing's agricultural rhythms persists against the onslaught of modern supermarkets and glitzy shopping centers that have sprouted here.

Rough-hewn peasants who have been sleeping with their crops for weeks in a 100-mile arc of farmland outside Beijing have converged for the annual ritual of selling what was once a survival crop for many Chinese.

They come in trucks, horse-drawn carts and pedal-powered three-wheelers, all straining under billowing loads of cabbage that within the space of a week fill acres of sidewalks and alleyway space.

Ten thousand city workers help the farmers with a fleet of 1,400 trucks, which haul cabbage to 500 city-run markets.

From these and from hundreds of freelance cabbage heaps, the hawking begins.

"People will always buy cabbage," Mr. Wang said. "That's the food you get through the winter on."

Lan Wei, a 26-year-old worker in a state factory who was out marketing the other day, said, "In the past, there used to be nothing else to eat."

Smiling, she repeated a ditty of the Communist era, "When you've got your winter cabbage, in your heart you feel secure."

Buying winter cabbage is no simple chore. Volume is the key, as is buying early to get the best price, as little as a penny per pound.

"It used to be that people would get in long lines and really stock up on the stuff — 400 to 500 pounds," Ms. Lan said. It was stacked on balconies and in stairwells and hung outside windows as a strategic food reserve for every family.

With winter at hand, mountains of cabbages march on Beijing.

By December it freezes and turns black from the coal soot that makes China's wintertime air famous for its density, but Beijingers just peel away the outside leaves and plop it in boiling water.

"You can fry it, you can make it into dumplings, you can put it into soup," said Wang Yanhong, a young woman who works for an American company in Beijing. She defended it against the disdain of today's youth in China.

"It's not that all young people don't like it," she said, "It's the same as any vegetable. If you eat it every day, you'll get sick of it."

Ms. Lan said that "in recent years, a lot of cabbage hasn't been sold."

The reason is that prosperity, greenhouse farming and year-round vegetable crops shipped from southern China have cut into the northern custom of stocking up on baicai, which in Chinese literally means "white vegetable." (Chinese cabbage is not the soccer-ball-shaped stuff familiar in the West. The Chinese version is cylindrical, with broad white leaves that trend toward a green crown.)

But there seems to be a larger cultural shift afoot.

"Of course, young people don't like cabbage as much as the older generation does," said Hu Bei, 23, another shopper in western Beijing, "but it's also that lots of young people are too lazy to cook, especially the ones who are earning high salaries or working for foreign enterprises."

Many newly well-off Chinese simply identify the annual cabbage haul as a relic of past privation. And to the young, it seems downright unfashionable.

But if anything has spurred the sales of this year's crop of cabbage, it has been soaring urban inflation, which has pushed up vegetable prices 50 percent in the last year. Even households with new income are watching their food budgets.

"In the past few years people haven't bought so much cabbage," Ms. Hu said. "Now, though, they're worried about the prices going up on vegetables, so they're buying more."

It may seem hard to imagine that while millions of Chinese are getting rich, millions of other Chinese seem to be slavishly following the habits of an earlier era.

"The farther north you go, the more people rely on it," Ms. Lan said.

Back at the Horse Tail Gully market, Mr. Wang, his brother and sister-in-law, Gao Aijun, 27, had been selling for three straight days and it looked like it might take two more days to reduce their cabbage heap to the dregs.

"This year it's been a pretty good harvest," Ms. Gao said, "and we'll do a lot better this year than last," perhaps with a total profit of more than $1,200 on 55,000 pounds of cabbage.

That is, Mr. Wang added with a note of caution and a sideways glance up and down the street, "depending on whether any competition arrives."

In the cabbage business, a competing heap could come around the corner at any moment, he said.

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Fulbright 1994/Diedrich (Food)

Name:_________________
Date:_________________
Class:_________________

New York Times-Beijing Journal-"It's Time, Again, to Talk of Cabbages, Not Kings"

1. Who wrote this article?

2. How many pounds of cabbage were at the market this fall?

3. Where did the peasants selling cabbage come from?

4. Why was cabbage important to the Chinese?

5. What does Mr. Wang say about the cabbage?

6. What does the proverb, "When ;you have your winter cabbage, in your heart you feel secure," mean?

7. What happens to the cabbage by December?

8. List three of the most popular ways to serve cabbage.

9. What are the three reasons for the decline in cabbage sales?

10. What is "baicai?"

11. How is Chinese cabbage different from cabbage in the West?

12. According to Hu Bei, why are young Chinese turning away from cabbage?

Critical Thinking

13. Why is Chinese culture shifting away from eating cabbage?

14. Name something that you must eat today at home that when you make your own food buying decisions you will never eat.

Talking the Talk: A Guide to the Various Types of Tea

From a single evergreen plant (Camellia sinensis or Thea sinensis) come the thousands of teas consumed around the world. Where the tea is grown and how it is gathered and processed determine the type.

Some of the variables are whether the tea is made from long leaves or short, early leaf buds or later pluckings; whether the leaves are whole, broken or rolled, and most important, whether they are allowed to ferment, which is a tea term for oxidation. The finest teas have leaves that are fresh and consistent in size.

Because tea leaves readily pick up foreign aromas and fade in contact with light, they should be sold and stored in containers that are airtight and opaque. Shops that keep their teas in glass canisters are as bad as those that display coffee in open burlap bags. A proper container will keep tea fresh for months. But it should never be stored in the refrigerator or freezer because moisture can damage it.

BLACK TEAS

These dark tannic teas are made by allowing the fresh green leaves to wither and darken. This fermentation process takes about a day, after which the leaves are dried by warm air. Black teas include winy Keemun and smoky Lapsang souchong from China, Ceylon teas from Sri Lanka and India, Assam and Darjeeling, the exquisitely delicate tea grown in the Himalayan foothills.

Tea nomenclature is steeped in the romance of faraway places with little regard for modern reality. Why else would tea from Sri Lanka still be called Ceylon, or that of Taiwan be known as Formosa?

And so many of the terms can befuddle. Take "first flush," an often misunderstood term associated with Darjeeling. It refers just to the first sprouting of new leaves, not to the best quality. First-flush Darjeeling is a spring tea, the Beaujolais nouveau of tea, gentler than second flush, which comes in June. Some connoisseurs prefer the deep coppery complexity of autumnal Darjeelings. Fussy drinkers may also look for single-estate Darjeelings — in tea the term is garden — with names like Castleton and Bloomfield.

Another confusing name is Orange pekoe, which has nothing to do with the taste of the tea. Pekoe (properly pronounced PECK-oh) is a Chinese term referring to young leaf buds. In the 17th century, Dutch tea traders made it sound fancy by adding a noble name, Orange. Orange pekoes, which can range from flowery to full-bodied, usually come from Sri Lanka.

Black teas are the classic English teas, strong enough to stand up to the addition of lemon, milk or sugar. Blends like English breakfast are made from black teas.

GREEN TEAS

All Japanese and many Chinese teas are green teas, prized for their aroma and finesse. They are processed by lightly drying the leaves. Some are whole-leaf, while others, including Chinese gunpowder, are made from leaves rolled into little balls, hence the name. Japanese matcha is powdered green tea.

Green teas should be sipped plain, without the addition of sweeteners, lemon or milk. One exception is Moroccan mint tea, made by pouring sweetened green tea over lightly crushed fresh mint leaves.

OOLONG TEAS

These are elegant whole-leaf Chinese teas that are partly withered and oxidized, something of a cross between green and black tea. Most that are exported are called Formosa, and are from Taiwan.

FANNINGS

These are the small leaf particles sifted out of better teas. Fannings and broken leaves are used in better tea bags.

TEA DUST

Cheap tea bags are filled with tea dust, left after the fannings are removed. Worse still are floor sweepings, a term tea snobs delight in applying to bad tea.

FLAVORED TEAS

These are not new marketing gimmicks (although some flavors, like pineapple or chocolate-raspberry certainly are). For centuries tea has been infused with jasmine or rose petals, and sometimes sold with the dried buds still in the tea. Earl Grey is flavored with oil of bergamot, a type of Chinese orange. The best flavored teas are made with natural ingredients and essences, not harsh artificial flavors.

HERBAL TEAS

Verbena, chamomile, lemongrass, peppermint and linden are some of the more popular herbal teas, or infusions, preferred by the French. Various herbal blends are also available on the rapidly growing American market. Herbal teas are often believed to have curative properties, and for that reason are stocked in some health-food stores.

Fulbright 1994/Diedrich (Food)

Name:____________________
Date:____________________
Class:____________________

New York Times- "Talking the Talk: A Guide to Various Types of Tea

1. Name the plant that is used in making many teas.
2. What three things determine the type of tea?
3. Name the five other variables in the types of tea.
4. Why should tea be stored in an airtight and opaque container?
5. Why should tea never be frozen?
6. How are black teas made?
7. How long does the fermentation process take when making tea?
8. List two black teas from China.
9. What is the "first flush?"
10. What doe Pekoe mean?
11. From where do orange pekoe teas usually come?
12. How are light or green teas processed?

13. How does Chinese gunpowder tea look?

14. What is Japanese matcha?

15. How should green teas be drunk?

16. How do you make Moroccan mint tea?

17. How are Oolong teas made?

18. What are fannings?

19. What is tea dust?

20. What is flavored tea?

21 What is herbal tea?

Pepsico plans to make Cheetos in China. But the snacks won't taste like cheese, which is not a mainstay in the Chinese diet.

The Snack-Food Frontier

Chinese to Get a Taste Of Cheese-Less Cheetos

By GLENN COLLINS

At last, Cheetos, the snack, has come to China, the country. The catch? They don't taste like Cheetos.

The maker of Cheetos, Pepsico, announced a $1 million joint venture yesterday to produce the little crispy-tasting cheese puffs in Guangdong province, where the per-capita income is among the highest in China. It marks the first time a major snack-food brand will be produced in China for Chinese tastes, Pepsico said.

But these Cheetos don't taste like cheese, which is hardly a mainstay of the Chinese diet. "We are offering two flavors, Savory American Cream and Zesty Japanese Steak," Jeffrey Goh, general manager of Pepsico Foods International, said in a telephone interview from the city of Guangzhou.

In focus groups for more than 1,000 people in Guangzhou, Shanghai and Beijing, the cheese-ish taste of American Cheetos did not, as they say, test well. Pepsico had to try more than 600 flavors, ranging from Roasted Cuttlefish to Sweet Carmel, before settling on Savory American Cream ("a buttered popcorn flavor," Mr. Goh said) and Zesty Japanese Steak ("a teriyaki-type taste").

But is a Cheeto a Cheeto if it doesn't taste like cheese? "It's still crispy, it has a Cheeto shape and it's fun to eat, so it's a Cheeto," Mr. Goh said.

Among those who tried the first run of Chinese Cheetos yesterday were the United States Secretary of Commerce, Ronald H. Brown, and a group of American executives visiting Guangzhou as part of a trade mission to China. Mr. Brown's reaction was not reported by the foreign news media assembled to cover the tour.

The estimated market for Western snack foods in Guangdong province is $40 million to $70 million, Mr. Goh said. The province, with 70 million consumers, represents a market that is one-third the size of the United States population. If the snack foods are a success, the line will expand to Hong Kong and the rest of China.

"With the Chinese economy gaining momentum and work hours increasing, between-meal snacking is rising as rapidly as disposable income," Mr. Goh said.

The introduction of Cheetos will be backed by television and print advertising and promotions based on Chester Cheetah, the brand's feline brand symbol, riding a Harley-Davidson motorcycle. The packages will carry the Cheeto logo in English along with the Chinese characters "qi duo" (pronounced CHEE dwaugh).

"Luckily," Mr. Goh said, "the translation is 'new surprise,' instead of some phrase that might offend people."

NYT 9/2/94

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Fulbright 1994/Diedrich (Food, Economy)

Name:____________________
Date:____________________
Class:____________________

New York Times-"Chinese to Get a Taste of Cheese-less Cheetos"

1. Who wrote this article?

2. Who makes Cheetos?

3. Where in China will the Cheetos be made?

4. Why don't these Cheetos taste like cheese?

5. What two flavors will be offered?

6. How many flavors did Pepsico have to try in China before they decided on the two that they are now going to market?

7. Who was one of the first to try the new Cheetos?

8. What is the estimated market for Western snack foods?

9. Where will they expand if the Cheetos are a success in Guangdong Province?

10. How will the Cheetos be advertised?

11. What does "qi duo" mean in English?

WHAT'S DOING IN

Hong Kong

By LENORE MAGIDA

Hong Kong's culture may be one of the world's most ancient and venerated, but the British colony usually prefers to live very much in the present. These days, its no-nonsense dynamism and entrepreneurship are more intense than ever, as it reacts to the confluence of two fever-pitch forces. On one hand, anxiety is high over Hong Kong's impending return to Chinese control at midnight on June 30, 1997. On the other, the territory is thriving as the entry point for droves of international business people who want a piece of the booming Chinese mainland.

Characteristically, Hong Kong's six million people are responding to these dual pressures with great energy and a close eye on the bottom line. Construction is everywhere. Perfectly fine buildings are unhesitatingly torn down to make way for more profitable office towers. Stretches of the stunning harbor are being reclaimed to create land for still more building. And neither the din of a jackhammer nor a ride on a subway can keep dealmakers off their cellular telephones.

In such an environment, it seems fitting that the traditional New Year's greeting is, in Cantonese, "Kung Hei Fat Choy" — which means "Wishing You Success and Prosperity." Just as practical and unsentimental is the traditional New Year's gift to young people: lai see, crisp new bills and shiny coins in red envelopes embossed with gold characters.

And yet, the Lunar New Year, the most important festival in the Chinese calendar, also brings out aspects of Hong Kong that sometimes seem buried beneath its dense and lively commercial surface. Tradition reigns, businesses close in favor of family gatherings, and the city is resplendent with decorations.

The coming year — the Year of the Pig — begins on Jan. 31, 1995. As is the case each year, the first three days of the new year will be public holidays. Those days are as quiet as it gets in Hong Kong, but the weeks be[illegible] and a[illegible] a[illegible] specially fes[illegible] [illegible] ause [illegible] Kong als[illegible] [illegible]ous [illegible]orates Christmas an[illegible] [illegible] Year. December a[illegible] January [illegible] [illegible]ll of festivities a[illegible] though w[illegible] Hong Kong can be [illegible] chilly [illegible] generally more hospitable we[illegible] than the hot, hu[illegible] [illegible]ers.

[illegible] As of [illegible] Hong Kong telephone [illegible] have eight digits. [illegible] preface all numbers listed here with a 2 beginning on that date. [illegible] country code for Hong Kong is 852.

Events

The earliest traditional festival of the season is the Zigong Lantern Festival, through Jan. 2 at Sha Tin Central Park in the mainland New Territories. (The colony has three major sections: Hong Kong Island; Kowloon, across Hong Kong Harbor on the tip of the Chinese mainland; and the New Territories, which includes mainland territory beyond Kowloon, and a number of outlying islands.) The festival will showcase more than 400 lanterns made by artists from Zigong, China's Lantern City. Admission is free; the park is accessible by the Mass Transit Railway, Hong Kong's subway.

A particularly colorful seasonal tradition is the lion dance, with its bright costumes and noisy performances intended to scare off evil spirits and bring good luck. Hong Kong's fourth annual Lion Dance Festival, from Jan. 8 to 22, will feature competitions among 29 troupes from Hong Kong and elsewhere. The opening ceremony and carnival Jan. 8 is 1 to 5 P.M. in Kowloon Park. The competitions, scheduled for Jan. 21 and 22, will be at Hong Kong Coliseum in Kowloon, with admission from about $2.60 to $5.20 (computed at a rate of 7.7 Hong Kong dollars to the U.S. dollar). Throughout the festival, roving lion dancers will perform around Hong Kong, and residents and visitors alike can sign up for lion-dancing classes. For information, call the Hong Kong Tourist Association at 807-6177.

Highly recommended for those traveling with children in Hong Kong this winter (and a pleasant excursion even for those who aren't) is Ocean Park. The 215-acre site on the south side of Hong Kong Island is a combination theme park and oceanarium. It also features a long cable-car ride with spectacular views. For the first time, Ocean Park has planned special Lunar New Year programs. From Jan. 31 to Feb. 12, a Chinese God of Wealth will bless visitors and give them lai see packets filled with chocolate coins, and there will be a variety of entertainment — from jugglers to Peking Opera street shows, from clowns to a Dragon Dance Parade. Ocean Park is open daily 10 A.M. to 6 P.M. Admission is about $16.80; children 3 to 11, $8.40. Information: 555-3554.

Farther off the traditional path will be the Fringe Festival, Jan. 6 to 28, sponsored by the Fringe Club in Hong Kong. The dance, music and drama performances and various exhibitions will be in keeping with the Fringe Club's mission of showcasing talents that are new or offbeat. Events will be at the Fringe Club, 2 Lower Albert Road, and at various other places. Call the Fringe Club at 521-7251.

Sightseeing

Hong Kong's commercial buildings and hotels, particularly those along the harbor, spare no expense (and no electricity) in their holiday light displays. Huge designs — including Santas, bells and holly — light up the town for weeks.

The predominant Lunar New Year's decorations are on the gentler side, as vast quantities of "good luck" flowers and trees appear around town. Peach blossoms by the truckload grace hotels and offices. Vendors — especially in Victoria Park, at Causeway Bay — sell narcissus, peonies and pussywillows, as well as miniature orange and kumquat trees.

For particularly good views of the lights, stroll near the Star Ferry terminal on either side of the harbor. The ferry ride offers another vantage point. And in a town once famous for its bargains, this is one of the few that remains: about 20 cents for adults, 13 cents for children.

Indeed, although Hong Kong has in many respects become a very expensive city, it's still inexpensive — and generally easy — to see the place. Public buses and so-called mini-buses go almost anywhere; fares vary with the distance, but are usually under $1. The Mass Transit Railway is efficient, clean and safe; fares range from about 45 cents to about $1.30. For travel into the New Territories, the Kowloon-Canton Railway charges from 60 cents to $1. The crowded upper deck of the tram on Hong Kong Island between Western Market and Shau Kei Wan offers a real sense of the heart of Hong Kong life — and the fare is only about 15 cents.

Perhaps the best way to get a feeling for Hong Kong, though, is to walk. For all the din and density, it's an extremely walkable place. On Hong Kong Island, for example, plunge into the streets of Central, Wanchai or Causeway Bay. You may not be able to hold a conversation for all the street noise, but you'll be head-to-head with Hong Kong's energy and variety. Some walks take visitors away from the hubbub. Two fine paved paths on Hong Kong Island — Bowen Path and Black's Link — provide serenity, exercise and great views of city and sea. Views from Bowen Path, which is about 2.5 miles long, are mostly to the north; from Black's Link, which is slightly shorter but hillier, they're mostly to the south. Both walks are accessible by taxi or bus. For information, call the Government's Country Parks Division at 733-2132; you can also obtain very useful guides from the Hong Kong Tourist Association.

Where to Stay

Hong Kong has a vast number of hotels, many of them excellent, virtually all of them more expensive than in even the recent past.

The Excelsior, 281 Gloucester Road, Causeway Bay, Hong Kong, 894-8888, fax 895-6459, is a big hotel — 897 rooms — but it manages not to overwhelm. It's near lots of shopping and popular Victoria Park, and its Italian restaurant (Cammino) and its coffee shop are local favorites. Double rooms, $208 to $273.

Budget: Both of these are operated by the Y.M.C.A.

The Salisbury Y.M.C.A. of Hong Kong, 41 Salisbury Road, Tsim Sha Tsui, Kowloon, 369-2211, fax 739-9315, is a longtime magnet for value-conscious Hong Kong visitors. It has 368 rooms, an array of Y.M.C.A. services, some touches of charm — and a location that tonier places would kill for. Reservations far in advance are a must. Double rooms cost $109 to $136.

The 320 rooms at Harbour View International House, 4 Harbour Road, Wanchai, Hong Kong, 802-0111, fax 802-9063, may not be the most spacious in town, but the hotel is clean, efficient, excellently situated — and appropriately named. Double rooms cost $122 to $138.

Luxury: Situated next to glitzy Pacific Place mall and lovely Hong Kong Park, the plush 565-room Island Shangri-La Hong Kong, Pacific Place, Supreme Court Road, Central, Hong Kong, 877-3838, fax 521-8742, has been around only a few years but earns more praise all the time. Double rooms are $325 to $435.

The Regent, Salisbury Road, Tsim Sha Tsui, Kowloon, 721-1211, fax 739-4546, is the sleekly elegant place to stay on the Kowloon side. It has 602 rooms, a commanding harbor view, and restaurants that have won lavish international acclaim. Double rooms are $280 to $403.

Where to Eat

Of the many things that have made Hong Kong famous, food ranks high.

Victoria City Seafood Restaurant, 2d Floor, Sun Hung Kai Center, 30 Harbour Road, Wanchai, Hong Kong, 827-9938. Possibly the best place for dim sum, at lunch only. Other specialties available for lunch and dinner include fried prawns with salt and diced beef with garlic. Dinner for two, about $80 to $120, considerably more with items like shark's fin.

Hunan Garden, Third Floor, The Forum, Exchange Square, 8 Connaught Place, Central, Hong Kong, 868-2880. A lovely restaurant with gracious service. Fortune Hunan ham, chili fried chicken, scallop dishes. Dinner for two costs about $110 to $120.

Spring Deer, First Floor, 42 Mody Road, Tsim Sha Tsui, Kowloon, 723-3673. Specializes in Beijing dishes, like Peking duck and beggar's chicken; good prawns. A bustling place and a good value. Dinner for two costs about $55 to $65.

Yat Sang, Ground Floor, [illegible] Lockhart Road, Causeway Bay, Hong Kong, 891-0730. An old-fashioned and friendly Cantonese restaurant. Good choices include roast pressed duck, salt-and-pepper prawns, lettuce and minced pigeon. Dinner for two costs about $50 to $[illegible]

Seibu Food Hall, Lower Ground Level 1, Seibu Department Store, The Mall, Pacific Place, 88 Queensway, Hong Kong. Here you will find a series of counters selling a variety of foods — Chinese, Japanese, excellent sandwiches, many desserts. The system requires placing your order, going to a cashier and then returning for your food. But you can have a meal for about $10. There are also a Japanese restaurant (Ichizen) and a deli (Kern's), which are more expensive but still reasonable. ■

Vital Statistics

POPULATION	
1993	6,019,9
WEATHER IN DECEMBER	
High	6
Low	5
Days with rain	[illegible]
HOTEL	
Room for two with tax	$281.5
DINNER FOR ONE	
With tax and tip but not drinks	$ 35.75
TAXI	
Upon entry incl. 2 km.	$ 1.3
Each additional km.	$ 0.[illegible]
Airport to Central	$ 12.00
Airport to Tsim Sha Tsui	$ 6
CAR RENTAL FOR A DAY	
Midsized car at Avis, with unlimited free kilometers	$ 89.00

All figures except population and taxi fares are averages. Hotel charges are the average spent by business travelers.

Sources: [illegible]

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Name:________________
Date:________________
Class:________________

New York Times-"What's doing in Hong Kong"

1. Who wrote this article?

2. When will Hong Kong be returned to the People's Republic of China?

3. How do the people of Hong Kong feel about being returned to the People's Republic of China?

4. What is the population of Hong Kong?

5. What is the traditional Cantonese New Year greeting in Cantonese? English?

6. What are "lai see?"

7. What is this Year called on the Chinese calendar? When will it begin?

8. What are the three major sections of Hong Kong?

9. What will happen at the Zigong Lantern Festival?

10. What is the purpose for the Lion Dance?

11. What is Ocean Park?

12. What is the Fringe Festival?

13. Which of the above festivals would you go to if you were in Hong Kong? Why? How much will it cost?

14. Describe, in a paragraph, the decorations for the New Year in Hong Kong?

15. How much does it cost to ride the Star Ferry?

16. What is the best way to get a sense of what Hong Kong is like?

17. Choose one of the hotels from the list that you would stay at if in Hong Kong. Tell the cost __________
Phone Number _____________
Number of Rooms ___________
Location of hotel ____________
Why would you choose this hotel?

18. Choose a resturant to eat at in Hong Kong.
Tell the cost ________________
Location ________________
What do they have to eat?

Why would you choose this resturant?

19. What is the high and low temperature in December in Hong Kong?

20. How much would you spend taking a taxi to Central Airport?

Hong Kong City Map Activity- Teacher Note

For city maps all you must do is write to the Hong Kong representative at the Embassy of Great Britain at 1233 Twentieth St., NW, Suite 504, Washington, D.C. 20036 and ask for a class set of city maps to use for this activity. You may also adapt this activity to any city map in the world. Most embassies will be happy to help.

Name:______________
Date:______________
Class:______________

Hong Kong City Map Activity

1. Find and name three hotels in Kowloon?

2. On which street is the Museum of History?

3. Name three office buildings in the Central District.

4. How many HKTA offices are in Hong Kong?

5. What is the name of the harbor in Hong Kong?

6. On which street is the Peninsula Hotel?

7. What is the building located at the end of Murray Road?

8. What is the name of the following numbered buildings:

   93__________________
   44__________________
   177__________________.

9. On which road will you find the Hong Kong stadium?

10. Name the Cathedral in Central District.

11. Name two ways in which you can get back and forth from Kowloon to Hong Kong Island.

12. How far is the Science Museum away from the Space Museum?

13. Name the three islands that make up the Hong Kong Territory.

14. What territory is closest to mainland China?

15. On which island would you find the Silvermine Beach Hotel?

16. Write the Chinese characters for the New Territories.

17. Write the Chinese characters for Hong Kong Island.

A brief guide to Macau

Fast Facts

Location

Macau is situated on the southeastern coast of China, on the western bank of the Pearl River estuary some 60 kms (40 miles) southwest from Hongkong.

Area

Macau comprises a peninsula of some 6.45 sq kms and is connected to Taipa Island by a mile long bridge. Taipa (4.4 sq kms) is linked to Coloane Island (6.6 sq kms) by a causeway. The total area is 17.45 sq kms.

Population

The population is about 400,000 of whom about 95 per cent are Chinese, 3 per cent are Portuguese and other Europeans, and 2 per cent are from other places.

Currency

The pataca is the official unit of currency and is available in five coins (10, 20 and 50 avos, 1 and 5 patacas) and six banknotes (5, 10, 50, 100, 500 and 1000 patacas). There are 100 avos to a pataca and the pataca is of nearly equal value to the Hongkong dollar.

Government

Macau is officially a territory under Portuguese administration. It enjoys administrative and financial autonomy under the Organic Statutes published in 1975. The Governor is appointed by the President of the Portuguese Republic and is aided by an Advisory Council and in his executive functions, by seven Secretaries in charge of relevant sectors of the administration. There is a Legislative Assembly of 23 members, 16 of them elected (8 by direct suffrage and 8 through local associations) and the remainder are appointed by the Governor.

Language

Portuguese and Chinese are the official languages. English is Macau's third language and is generally used in trade and commerce.

Customs

Entry – The visitor is not usually bothered with customs formalities, but may be subject to a routine check.

Exit – There are no export duties on any antiques, gold jewellery, radios, cameras, etc. However the Hongkong customs will only allow arrivals there one quart bottle of wine and 50 cigarettes duty free.

How to get there

A HELICOPTER service is available, but most people get to Macau from Hongkong by ferry.

Most departures are from the Macau Ferry Terminal in Shun Tak Centre at 200 Connaught Road Central on Hongkong Island; a limited service by hoverferries and jumbocats operates from the China Hongkong ferry pier in Tsimshatsui, Kowloon.

Intending travellers are advised to book early, including return tickets, specially for weekend and holiday visits. All passengers are charged a HK$26 departure tax out of Hongkong and 22 patacas out of Macau.

Most reservations are on a cash sale basis. Jetfoil tickets can be bought up to 28 days in advance at Shun Tak Centre or MTR Travel Services Centres; telephone bookings (859-6596) can be made by holders of Visa, Diners, Mastercard and American Express credit cards.

Jumbocat tickets can be purchased up to 28 days in advance (no telephone bookings) at the ferry terminals in Hongkong and Kowloon, at China Travel Service outlets in Central, Wanchai, Tsimshatsui and Mongkok, and at Kee Kwan Travel in Tsimshatsui; they can also be bought in Macau at Hotel Lisboa or the ferry terminal, and in Gongbei, China.

Inquiries about ferry services can be made by telephoning 859-3333 (jetfoils), 859-7168 or 859-7111 (jumbocats), 815-3043 (high speed ferries), or 542-3081 (hover ferries).

All prices quoted below are for one way journeys.

JETFOILS

These are the fastest way to travel, having aircraft seating, air-conditioning and large picture windows. Cruising at 40 knots, they cover the 40-mile journey in just under an hour.

There are quarter hourly daytime sailings from 7 am; night services operate from 5.30 pm in winter and 6 pm in summer till 3 am.

Fares are: Upper deck, HK$105 on weekdays, $115 on weekends and public holidays, and $138 on night services. Lower deck: $90, $100, and $117.

HIGH-SPEED FERRIES

These 650-passenger craft travel at 26 knots and complete the crossing in about 95 minutes. Comfortable and with racks for luggage (no extra charge for hand-carried luggage), the two ships make five round trips daily (six at weekends) from Shun Tak Centre between 7.30 am and 8 pm and returning from Macau between 10.30 am and 10.15 pm.

Fares are: 71 ptcs first class, 55 ptcs tourist class and 35 ptcs economy class on weekdays, 95 ptcs, 79 ptcs, and 58 ptcs on weekends and public holidays.

CATAMARANS

Three companies operate fast twin-hulled ferries to Macau; all take just over an hour for the trip.

Super-Shuttle uses single-deck jumbocats carrying 306 passengers; luggage is free. Departures are from Shun Tak Centre, half-hourly between 7.30 am and 6 pm. Fares: 95 ptcs on weekdays, 110 ptcs on weekends and holidays.

HK Ferries has two 433-passenger two-deck ferries, sailing from Kowloon on eight round-trips daily. Fares: 79 ptcs, 94 ptcs and 109 ptcs on night services.

Turbo-cats carry 266 passengers on two decks with a VIP cabin, and operate from Shun Tak Centre with 11 round trips between 6 am and 5 pm. Fares: Main deck, 85 ptcs and 93 ptcs; super deck, 185 ptcs and 193 ptcs; VIP cabin, 1110 ptcs and 1158 ptcs.

HELICOPTERS

East Asia Airlines operates nine roundtrips daily from helipads on the ferry terminals in Hongkong and Macau. Flights take 20 minutes and cost (from HK) HK$1086 weekdays, $1189 weekends and holidays, and (from Macau) $1080 and $1193, including taxes. Bookings in Hongkong: Counter 8, third floor, Shun Tai

Where to stay

All room rates are quoted in Macau patacas and are subject to a 10 per cent service charge and a 5 per cent government tourism tax.

BELA VISTA

Rua Comendador Kou Ho Neng. 8 rooms and suites. 1700 ptcs to 4000 ptcs. Tel 965333. Fax (853) 965588. Hongkong bookings (852) 881-1688.

BEVERLY PLAZA

Avenida do Dr Rodrigo Rodrigues. 300 rooms. Standard 740 ptcs, superior 820 ptcs, executive 900 ptcs, standard apartment 820 ptcs, superior apartment 900 ptcs, suites 1600-1800 ptcs. Tel 782288. Fax (853) 780684. Hongkong bookings 739 9928.

FORTUNA

Rua da Cantao. 368 rooms. Deluxe standard/superior twins 780-980 ptcs, suite 1800 ptcs. Tel 786333. Fax (853) 786363. Hongkong bookings 559-2010.

GRANDEUR

Rua Pequim. 350 rooms. Standard 800 ptcs, superior 900 ptcs, deluxe 1000 ptcs, suites 1300-7000 ptcs. Tel 781233. Fax (853) 785896. Hongkong bookings 517-3728.

GUIA

Estrada do Eng Trigo 1-5. 89 rooms. Standard 470 ptcs, deluxe 570 ptcs, Guia 600 ptcs, triple 650 ptcs, suites 750-930 ptcs. Tel 513888. Fax (853) 559822.

HOLIDAY INN

Rua Pequim. 435 rooms. Standard 700 ptcs, superior 850 ptcs, deluxe 1000 ptcs, executive floor 1200 ptcs, suites 2400-9600 ptcs. Tel 783 333. Fax (853) 782 321. Hongkong bookings 736 6855.

HYATT REGENCY

2 Estrada Almirante Marques Esparteiro, Taipa. 346 rooms. Single/double/twins 990-1190 ptcs, Regency Club 1390 ptcs, suites 2500-9000 ptcs. Tel 831234. Fax (853) 830195. Hongkong bookings 559-0168 (6 lines).

KINGSWAY

Rua de Luis Gonzaga Gomes. 410 rooms. Standard twins 680 ptcs, deluxe 880 ptcs, suites 1080-3380 ptcs. Tel 702888. Fax (853) 702828.

LISBOA

Avenida da Amizade. 1050 rooms. Twin/deluxe 600-1100 ptcs, suites 1650-7000 ptcs. Tel 377666. Fax (853) 567193. Hongkong bookings 559 1028.

MATSUYA

5 Calcada Sao Francisco. 47 rooms. Singles 330 ptcs, double 390-490 ptcs, suites 650 ptcs. Tel 577000. Fax (853) 569080.

MANDARIN ORIENTAL

Avenida da Amizade. 347 rooms. Superior 1080 ptcs, deluxe 1280ptcs, Mandarin rooms 1480-1680 ptcs, suites 3500-17,500 ptcs. Tel 567888. Fax (853) 594589. Hongkong bookings 881 1688.

MASTERS

162 Rua das Lorchas. 75 rooms. Single 440 ptcs, double/twin 550-1000 ptcs. Tel 937572. Fax (853) 937565. Hongkong bookings 598-7808.

METROPOLE

62-63A Rua da Praia Grande. 112 rooms. Singles 460 ptcs, twins 600 ptcs, suites 1050-1150 ptcs. Tel 388166. Fax (853) 330890. Hongkong bookings 833 9300.

MONDIAL

Rua da Antonio Basto. 141 rooms. Old wing – Standard doubles 360 ptcs, deluxe twins 480 ptcs, suites 850 ptcs; new wing doubles 580 ptcs, deluxe twins 630 ptcs, suites 1050-2300 ptcs. Tel 566866. Fax (853) 514083. Hongkong bookings 540-8180.

NEW CENTURY

Estrada Almirante Marques Esparteiro, Taipa. 600 rooms, 28 service apartments. Superior 950 ptcs, deluxe 1150-1400 ptcs, business floor 1600-1800 ptcs, suites 2800-18,000 ptcs, service apartments 18,000 ptcs monthly (2 bedroom), 23,000 ptcs (3 bedroom). Tel 831111. Fax (853) 832222. Hongkong bookings 581 9863.

NEW WORLD EMPEROR

Rua de Xangai. 405 rooms. Standard 780 ptcs, superior 880 ptcs, deluxe 980 pts, suites 1380-4380 ptcs. Tel 781888. Fax (853)782287. Hongkong bookings 724-4622.

PRESIDENTE

Avenida da Amizade. 340 rooms. Standard 620-730 pts, superior 690-740 ptcs, deluxe 850 ptcs, suites 1800-380 ptcs. Tel 553888. Fax (853) 552735. Hongkong bookings 526 6873.

ROYAL

Estrada da Vitoria. 380 rooms. Standard 750 ptcs, deluxe 870-880 ptcs, suites 1850-2980 ptcs. Tel 552222. Fax (853) 563008. Hongkong bookings 548 6333.

SINTRA

Avenida Dom Joao IV. 240 rooms. Standard twin 560 ptcs, superior 620-720 ptcs, deluxe 820 ptcs, suites 1180 ptcs. Tel 710111. Fax (853) 510527. Hongkong bookings 546-6944.

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Tour agencies

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5-9 Travessa do Padre Narciso. Tel 566330 Fax (853) 566938. Hongkong office - Tel 545 998.

ASIA

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CHINA TRAVEL SERVICE (MACAU)

Rua de Nagasaki. Tel 705506 Fax (853) 706611 Hongkong office - Tel 540 6333.

ESTORIL

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FELIZ

175 Rua Xangai, Associação Comercial de Macau Bldg. 14/Fl A. Tel 781697 Fax (853)781699. Hongkong office - Tel 541 2611.

GONGBEI

8 Rua Leôncio Ferreira, G/F. Tel 552355 Fax (853)569954. Hongkong office - Tel 8506891.

GONG FEI

101-5 Rua da Praia Grande, Lun Pon Bldg. 13th/Fl. C. Tel 344696. Fax (853)3122386 Hongkong office - Tel 541 7393.

GUANGDONG (MACAU)

37-E Rua da Praia Grande, ground floor. Tel 588807. Fax (853) 323771. Hongkong office Tel 832 9118.

HEAVEN

Avenida da Amizade, Nam Fong Bldg. Block 1 6-C. Tel 706648 Fax(853)566622. Hongkong office - Tel 368-6781.

HI-NO-DE CARAVELA

Ground floor, 6A-4C Rua de Sacadura Cabral. Tel 338338 Fax (853) 566622. Hongkong office - Tel 368-6181.

INTERNATIONAL

9 Travessa do Padre Narciso, Loja B, ground floor. Tel 975183 Fax (853) 974072. Hongkong office - Tel 541 2011.

LOTUS

Edificio Fong Meng, ground floor, Rua de Sao Lourenco. Tel 972977.

MACAU

35 Avenida Dr Mário Soares, G/F. Tel 710003 (4 lines) Fax (853) 710004. Hongkong office - Tel 542-2338.

MACAU CHU KONG

31 Rua da Praia Grande, Tai Fung Bank Bldg. G/F. Tel 371327 Fax (853)371326. Hongkong office - Tel 581 4022.

MACAU MONDIAL

74-A Avenida do Conselheiro Ferreira de Almeida, ground floor. Tel 566866 Fax (853) 574531.

MACAU STAR

Room 511, Tai Fung Bank Building, 34 Avenida Almeida Ribeiro. Tel 558855, 558866. Fax (853) 596702. Hongkong office - Tel 922 3013.

MACAU ZHUHAI

406 Hotel Presidente, Avenida da Amizade. Tel 552739 Fax (853)552735.

MIRADA

9 Rua do General Castelo Branco, Wang Fung Bldg, G/F. Tel 261582 Fax (853) 2611583.

PENINSULA

14 Rua das Lorchas, Inner Harbour. Tel 316690 Fax (853)362944.

PRESIDENTE

355 Avenida da Amizade. Tel 781334 Fax (853) 781335.

SINTRA

Hotel Lisboa, Room 135. Tel 710361, 710359 Fax (853) 710353. Hongkong office - Tel 540 8028 (3 lines).

(Continued on Page 11)

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All visitors entering or leaving Macau must have a passport or other valid travel document.

Visas can be obtained on arrival in Macau [illegible] for children under 12, [illegible] and [illegible] per person for bona fide tourist groups of 10 or more.

Visas are NOT required by nationals of Australia, Austria, Belgium, Brazil, Canada, Denmark, Finland, France, Germany, Greece, India, Italy, Japan, Luxembourg, Malaysia, Mexico, the Netherlands, New Zealand, Norway, Philippines, Republic of Ireland, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Thailand, United Kingdom, and United States of America (up to 20 days), or Hongkong residents (British Commonwealth) up to 90 days.

Nationals of countries that do not have diplomatic relations with Portugal MUST obtain their visa from an overseas Portuguese consulate.

International inoculation certificates are not normally required, unless cholera has been detected either in Hongkong or Macau or in the area visited prior to the arrival.

[illegible] duties on articles purchased in Macau [illegible] that might be [illegible].

Getting around

TAXIS: There are some 580 licensed taxis, all with a cream top. Flagfall is 7 patacas for the first 1500 metres, and 90 avos for every subsequent 250 metres. There is a 5 pataca surcharge to Taipa and 10 ptcs to Coloane (no surcharge on return trips).

PEDICABS: A tricycle with seating for two; fares should be negotiated before setting off. The average is 20 ptcs for a short trip and 80-100 ptcs for about an hour's sightseeing.

BICYCLES: Can be hired at Hyatt Regency Hotel in Taipa or from shops in [illegible]. They cannot be ridden across the bridge.

BUSES: Public buses run from 7 am till midnight and the fare is 2 ptcs on all city routes. Bus No. 3 travels between the ferry terminal and the centre of the city.

The fare to Taipa is 2.50 ptcs, to Coloane village 3.20 ptcs and to Hac Sa 4 ptcs.

HIRE CARS: For Mokes or saloon cars [illegible] Macau 336789, 567888 ext. 3004, or Hongkong 541 2011.

FROM HK AIRPORT: The A2 Air Bus service operates from Kai Tak Airport to Shun Tak Centre (Macau Ferry Terminal) daily from 6:30 am till midnight at 15-20 minute intervals. The fare is HK$11 one way. Some baggage space available.

Continued from page [illegible]

SOUTH CHINA
Avenida da Amizade, Nam Fong Bldg, [illegible] Tel 706020 Fax (853)710353 Hongkong office Tel 540 8028

S.T.D.M.
Hotel Lisboa Rm 134 Tel 310461 Fax (853) 710353 Hongkong office Tel 540 8028

T.K.W.
27-31 Rua Formosa, 4th floor, Apt 408 Tel 591122 Fax (853)576200 Hongkong office Tel 723 7771

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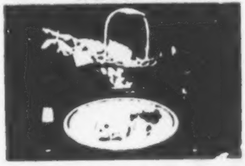

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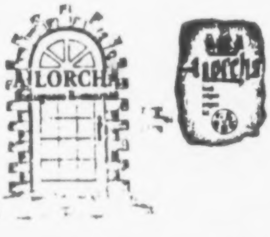

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Fulbright 1994/Diedrich (Life Skills-Geography)

Name:__________________
Date:__________________
Class:__________________

A Brief Guide to Macau (Macao)

1. How do most people get to Macau from Hong Kong?

2. Where are most departures from Hong Kong to Macau?

3. How much is the departure tax to leave Hong Kong? Macau?

4. Other than a helicopter, what is the fastest way to travel to Macau? How long will it take?

5. When do the Jet foils leave?

6. How much does it cost to ride the Jet foil on the upper deck on a weekday?

7. How long does the high speed ferry take to get to Macau from Hong Kong?

8. If you were traveling to Macau from Hong Kong which method of transportation would you take? Why?

9. On what river is Macau located?

10. How far away is Hong Kong from Macau?

11. What island is Macau connected to by the mile long bridge?

12. How many people live in Macau?

13. What percent is Chinese? Portuguese?

14. What is the official currency of Macau?

15. What are the two official languages of Macau?

16. When is English generally used?

17. Choose three hotels you would stay in if visiting Macau? Tell where it was located, the phone numbers and the cost.

18. What must all visitors have to enter or to leave Macau?

19. How much is a visa for an individual?

20. Do citizens of the United States need a visa?

21. Name five other countries that do need a visa to enter Macau.

22. How many taxis are in Macau?

Fulbright 1994/Diedrich (Spanish, History)

Name:_________________
Date:_________________
Class:_________________

PRIMARY SOURCE ACTIVITY - "THE CHINESE IN CUBA"

This is an activity designed to share a little known part of Chinese and Cuban history. The entire reading is a primary source taken from The Cuba Commission Report: A Hidden History of the Chinese in Cuba. This report was written to explore reports of abuse by the Spanish in Cuba following the end of slavery. This is a testimony of the Chinese "coolies" who were interviewed by the Commission. After you read this document you should write a newspaper article describing this historical period. (Remember: Who, What, When, Where and Why)

Given the immense scale of migration history, The Cuba Commission Report, which deals specifically with the condition of Chinese workers in Cuba, may appear to be only a modest item in migration history. Yet it is an invaluable one, for its substance arose from face-to-face encounters of questioner and respondent occurring under extremely difficult conditions. Rather than being solely history, it is also in its own way oral history-and an unusually early specimen of oral history.

The commission that collected the information for the Report was created by imperial decree for purely political reasons, but the Report itself was prepared by representatives of a country that lacked the capability of protecting its citizens abroad, either militarily or politically. Hence the Report also dramatizes the awful fate of those who, through no fault of their own, had in effect become men without a country; since they were totally unprotected by their homeland while abroad, the migrants were fair game for all who were their hosts. The frustration and rage of such victims, once understood, may also help us grasp the powerful nationalism of people who, bereft of the protection of their homeland, feel doomed to become helpless pawns in the modern world.- Sidney Mintz

The History

In 1846 Pedro Zulueta, a Spanish merchant who fell into serious difficulties with English officials because of his involvement with the contraband trade in African slaves, proposed to bring 1,000 Chinese laborers to Cuba from a southern province of the Celestial Empire. (China) His proposition was accepted by Creole (European- Africa Mix) authorities, and Madrid agreed to the terms of the contract for this new labor force. The Chinese agreed to the following parts of the contract:

- Work in Cuba.
- To work at whatever orders were given by who owns the contract.
- Follow local laws.
- Accept the wages given.
- 12 hour work day.
- An 8 year contract.

This began the migration of Chinese to Cuba. The first Chinese arrived in Cuba thanks to the Philippine intermediaries, who had been in contact with two English companies. In 1858, a movement against the shipment of Chinese workers to Cuba was initiated in Canton(Guangzhou). Macao, a colony founded in 1577, was the oldest European settlement in the Far East. Macao was a dying colony until it was opened by the Spanish as a center for sending Chinese to Cuba..

WHY DID THE CHINESE GO TO CUBA?

Life in China at this time was very difficult in the 1850's here are many examples of why the Chinese were leaving:

- Too little land available to farm in China.
- The farmer needed money so they grew silkworm mulberry, cotton and tea. So they had no food being grown.
- Many Chinese were losing their jobs due to the lack of land.
- Secret Societies, organizations that fought against the government were growing. They formed their own armies and began to take away from the poor peasants.
- The Taiping Rebellion of 1848, a fight between the government and the rebels led to instability in the region. The cost of this

conflict made the farmers even poorer from greed, armed bands stealing from the poor and more taxes being imposed.
All these reasons made it easier to convince the Chinese to leave for Cuba.

THE PRIMARY SOURCE

"All investigations of Chinese were conducted verbally and in person by ourselves. It appears that of the Chinese labourers who have proceeded to Cuba, 8 or 9 of every 10 have been conveyed there against their will. The entire number who sailed for that island from the 27th year of Taokwang to the 3rd moon of the 13th year of T'ungchih, is, according to the statement prepared by the British Consul General, Havana, 142,422. "

"When the contracts are being translated much is passed over, it seems better to avoid immediate death (in China) to sign and embark (leave to Cuba). When being inspected by the Portuguese official I declared that, as my parents were living I did not wish to proceed abroad (to Cuba), and I was assured by the official that, if on arrival in Cuba I was dissatisfied, the cost of passages back would supplied to me."

"Of the more than 140,000 Chinese who sailed for Cuba, more than 16,000 died during the voyages. We were confined in the hold below; some were even shut up in bamboo cages, or chained to iron posts, and a few were indiscriminately selected and flogged as a means of intimidating all others; whilst we cannot estimate the deaths that, in all, took place, from sickness, blows, hunger, thirst or from suicide by leaping into the sea. Three months had passed away, but we had not arrived; as there was no water issued it had to be bought, and for a single cup a dollar was paid. The stench below from the crowd of men was most offensive. Many died from the effects of the close confinement."

"On landing, four or five foreigners on horseback, armed with whips, led us like a herd of cattle to the barracoon (market) to be sold. Chinese are treated like pigs and dogs, all their movements being watched. Most Chinese, 90% are disposed (sold) of to sugar plantations. They all think only of the profit to be gained and are indifferent as to our lives. We were fed worse than dogs. The overseers are more cruel than tigers and wolves. They have no pity in their hearts."

"The contracts signed at Macao were for a term of eight years, but here we find there is no limit to our labors. The black overseers constantly beat us. I myself have already on four occasions been flogged, and afterwards placed in foot-irons. I had to work night and day, was fed on only potatoes and plantains and was limited to a few instants of sleep. Our monthly wages were but $3 dollars, and as even a grass hut for two would cost $10 dollars, it was no in our power to obey. We explained this to our employers son, who became very wrathful (angry), struck us indiscriminately, and together with certain Negroes, seizing knives killed one of our number."

"The entire year we are not permitted to wash our clothes. If, when at leisure, we do so, and are seen by the Negroes, we are chained and beaten. The people here declare that the killing of a Chinese is no more than the killing of a dog. The bodies are placed in a shallow hole, that in the course of time the bones are turned up by the spade, and piled up in little heaps, dissolve under the sum and rain; as the charred bones of oxen are required for the refining of sugar, the mixture of those of men would produce an even purer whiteness."

As one reads this report it is amazing how for labor resources the mistreatment of the Chinese is accepted and replaced the African slaves. This is a lost and important part of Cuban, Spanish and Chinese history.

LAURENCE YEP

1976 Newbery Honor Author of

DRAGONWINGS

1994 Newbery Honor Author of

DRAGON'S GATE

K Yep

For LAURENCE YEP, San Francisco's Chinatown is "not so much a place as a state of mind . . . and of heart." His 1976 Newbery Honor Book *Dragonwings* and 1977 Boston Globe-Horn Book Award-winning *Child of the Owl* were set there—and it is through a Chinese Boys' Club there that he first heard tales similar to those he collected in his 1989 Boston Globe-Horn Book Honor Award Book *The Rainbow People*.

Laurence Yep was born in San Francisco in 1948. His father owned a little corner grocery where his son "wheeled piles of boxes into the store on a creaky hand truck" and did other chores. He has described his own childhood in his autobiography, *The Lost Garden* (Julian Messner), and that of his mother in his 1991 novel, *The Star Fisher* (Morrow).

At 18, when he began writing, he was paid a penny a word by a science fiction magazine, which published his first short story. He attended Marquette University, graduated from the University of California at Santa Cruz, and received his doctorate in English from the State University of New York at Buffalo, where he wrote his dissertation on William Faulkner's early novels. Mr. Yep now lives in San Francisco.

Laurence Yep's Chinese American background is central to the spirit of many of his novels. About the relationship of this background to his writing, he comments: "Having been raised in a Black ghetto and having commuted to a bilingual school in Chinatown, I did not confront White American culture until high school. Approaching that culture as something of a stranger, I have been fascinated by all its aspects—from its great novels to its children's literature, comic art, and science fiction—specifically pursuing the figure of the 'stranger' both in my studies and my writing."

All of Mr. Yep's books have dealt with the outsider—from the aliens of his first novel, *Sweetwater*, to alienated heroes such as the Chinese American aviator in *Dragonwings*. For this second novel, he received the 1976 International Reading Association's Children's Book Award, which is presented to a beginning author "who shows unusual promise in the children's book field."

Sometimes his heroes have defied tradition, as in *The Serpent's Children*; and at other times they have tried to find their connection to it, as in *Child of the Owl* and his Newbery Honor Book *Dragon's Gate*.

In recent years, Laurence Yep has explored the rich mythology of China and has finished a fantasy series based on Chinese dragons. In 1989, he retold a number of Chinese American folktales in *The Rainbow People* and has retold additional ones for its 1991 companion volume, *Tongues of Jade*.

> ***"Fantasy and reality both play vital parts in our lives, for we may grasp with the mind and heart what we may not always grasp with the hand. It would be a tragic mistake to insist upon a realistic viewpoint to the exclusion of fantasy. Like the poet, we too must have rainbow wings of which we must be aware."—Laurence Yep, in The Horn Book, 4/78***

HarperCollins*Children'sBooks*
A Division of HarperCollins*Publishers*
10 E. 53rd St., New York 10022

Fulbright 1994/Diedrich

NAME:__________________
DATE:__________________
HOUR:__________________

DRAGONWINGS CHAPTER #1

CHARACTERS:

Hand Clap

Uncle Bright Star

Moon Shadow

Vocabulary

Land of the Golden Mountain

Middle Kingdom

white demons

Tang

nuisance

tuberculosis

dowry

Questions

1. What is the "Middle Kingdom?"
2. Who are the "white demons?"
3. When did the boys father leave for the Land of the Golden Mountain?
4. Why did his father go to the Land of the Golden Mountain?
5. What happened to the boys grandfather?
6. Why was the boy's mother to busy to answer any of the boy's questions?

7. What two reasons does the boy give for not being able to live with his father?

8. Who were the people of Tang?

9. What did the boy know about his father?

10. In a paragraph, describe the boy's first time flying a kite.

11. Who was the Jade Emperor?

12. How old are you in Tang years?

13. Why was kite flying important to the boy's mother?

14. How did the boy's grandma describe the Land of the Golden Mountain?

15. Why didn't the boy's father just take some gold and return to China?

16. Why was Hand Clap returning to China?

17. How did Moon Shadow feel about going to the Land of the Golden Mountain?

18. Define the "American Devil."

19. What two pieces of advice did Hand Clap give Moon Shadow upon their arrival in America?

20. Describe the interview and admission process Moon Shadow had to go through in order to enter America.

NAME: ________________
DATE: ________________
CLASS: ________________

DRAGONWINGS-CHAPTER #2 'THE COMPANY (P. 15-30)

CHARACTERS

Windrider

Lefty

White Deer

Black Dog

VOCABULARY

flatiron

Chinatown

clan

Confucious

virtue

cunning

Buddhist

Boxer Rebellion

queue

QUESTIONS

1. What is a "classmate?"
2. What was the "Barbary Coast?"
3. In a paragraph on the back of this sheet describe Chinatown.

4. Why were there no Tang women in America?
5. What is the name of their company?
6. What is the Peach Orchard Vow?
7. What happened to Lefty's right hand?
8. Who are the Manchu people?
9. Why was Black Dog unhappy in America?

Fulbright 1994/Diedrich (English)

NAME:__________________
DATE:__________________
CLASS:__________________

DRAGONWINGS-CHAPTER #3, "THE DRAGON MAN" (P. 31-48)

VOCABULARY

amber

regiment

malleable

unalloyed

meticulous

rheumatic

QUESTIONS

1. How many possible names can a Tang man have? List the five possible names.
2. Why do they have so many possible names?
3. Who is the Dragon King?
4. How did Windrider know the dragon was the Imperial Dragon?
5. On the separate paper provided, draw and color the Dragon King on the beach.
6. What gift did Uncle give Moon Shadow? Why was it so special?

Fulbright 1994/Diedrich (English)

NAME:_________________
DATE:__________________
CLASS:_________________

DRAGONWINGS-CHAPTER #4, "TESTS" (P. 49-76)

VOCABULARY

embodiment

dirigibles

moronic

CHARACTERS

Red Rabbit

Mr. Alger

Melon Head

Leopard Head

Bloody Hands

Lead Hand

QUESTIONS

1. According to Moon Shadow what was difficult about learning Demonic (English)?
2. Why are the Old Ones important to Moon Shadow and his father?
3. Why was Moon Shadow's grandfather killed?
4. Explain the difference between the Gregorian Calendar and the Lunar or Chinese Calendar?
5. What is the "Devil's Kitchen?"

Name:________________
Date:________________
Class:________________

Dragonwings Chapter #5 "Windrider's Claws" p. 79-94

Vocabulary

abacus

moderation

repulsive

patriotic

apologetically

Characters

Whiskey Devil

The Justices

The Sleepers

Tiger General/Water Fairy

Questions

1. What did the Company do to keep Black Dog and White Deer?

2. Describe opium use among the Tang.

3. What does opium smell like?

4. Who forced the Tang to use opium in the Middle Kingdom?

5. In a paragraph, on the back, summarize the story of opium use that Black Dog shared with Moon Shadow.

6. What did Black Dog do to Moon Shadow? Why?

7. What are the three virtues of the Stranger?

8. What is a hatchet?

9. What happened to Black Dog and Windrider in their fight?

10. Why did Windrider and Moon Shadow have to leave the Tang community?

11. Where were they going to work and live?

12. What gift did White Deer give Moon Shadow and his father? Lefty? Hand Clap?

13. What gift did Uncle give Moon Shadow and his father?

14. What were they to do with Uncle's gift?

Fulbright 1994/Diedrich

Name:____________________
Date:____________________
Class:____________________

DRAGONWINGS CHAPTER 6 "THE DEMONESS P. 95-112

VOCABULARY
disinfectant

gingham

stereopticon

magic lantern show

CHARACTERS
Ms. Whitlaw

Robin

QUESTIONS
1. Describe Polk Street.

2. Describe Moon Shadow's new home.

3. What did Moon Shadow expect the demoness, Ms. Whitlaw to look like?

4. What did she really look like?

5. What gift did Moon Shadow and his father give Ms. Whitlaw?

6. What is the custom on New Year's Day to do for the Stove King?

7. What was Moon Shadow given to eat and drink? What was his reaction to these foods?

8. What picture did Robin show Moon Shadow?

9. How does the stereopticon work?

10. Describe the stainglass window in Ms. Whitlaw's house?

11. What did St George do to the dragons?

12. What did Ms. Whitlaw play on the piano?

13. What were Ms. Whitlaw's dragons like? What did Moon Shadow want to tell her about dragons?

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Name:_________________
Date:_________________
Class:_________________

DRAGONWINGS CHAPTER 7 "EDUCATION'S" P. 113-133.

VOCABULARY

boarder

dime novels

CHARACTERS

E. Nesbit

QUESTIONS

1. Describe what Moon Shadow did each day.

2. What did Moon Shadow's father allow Moon Shadow do for 1/2 hour each day?

3. What did Moon Shadow do with that time? Why?

4. Describe jasmine tea.

5. What did the boy from the tenement house next store do to Moon Shadow?

6. What happened to Windrider at Mr. Algier's building?

7. Describe why Moon Shadow was afraid of Robin? How did Robin feel about this fear?

Name:______________
Date:______________
Class:______________

Dragonwings- Chapter 8 "Earth, Wind and Water" p. 134-147

1. Who did the letter writing for the Wright Brother's?

2. Why were Orville's letters so impersonal?

3. What did Moon Shadow, Robin, Windrider and Ms. Whitlaw have for lunch?

4. Describe the sunset at the beach that day.

5. Why did Windrider release his glider?

6. How often did Moon Shadow visit the Tang town?

7. Why did Moon Shadow go to the Tang town?

8. What advice did Grandmother give Windrider?

9. What was Moon Shadow cooking when Robin came over? What did Robin think about this meal?

10. What happened after Moon Shadow hit and knocked down Jack?

11. In a paragraph on the back of this paper tell the story of the "Spring Maid."

12

Fulbright 1994/Diedrich (English)

Name:_______________
Date:_______________
Class:_______________

Dragonwings - Chapter 9 "The Dragon Wakes" p. 148-174

Vocabulary

tea money

Characters

Old Deerfoot

Questions

1. Why would Windrider have to go back to the Middle Kingdom to get mother?

2. How much money did Moon Shadow and Windrider have to save in order to get mother?

3. What are two traditions of the Tang New Year?

4. In a paragraph on the back describe the traditions that surround the Stove King.

5. What is the Feast of Pure Brightness?

6. Where did all Tang people want to be buried?

7. When did the earthquake hit?

8. In a paragraph on the back describe the earthquake.

9. Why did Miss Whitlaw's house survive the earthquake?

10. In a paragraph describe the street after the earthquake?

11. Why did Miss Whitlaw want Windrider to release the thief?

12. Why was the fire known as the "Ham and Eggs Fire?"

Tangshan Journal

20 Years After Quake, City Is Rebuilt

By PATRICK E. TYLER

Special to The New York Times

TANGSHAN, China, Jan. 25 — Here at the site of the deadliest earthquake in the last two and a half centuries, He Shuyun, a 46-year-old Communist Party member, expresses nothing but sympathy for the quake victims of Kobe, Japan.

But more than concern, Mr. He and others in this industrial city 105 miles southeast of Beijing exude resilience. Since a quake struck Tangshan nearly 19 years ago, they have shown through enterprise and determination that life goes on even in the face of devastation and death 50 times greater than the disaster that hit the industrial city in western Japan last week.

"We know what it's like," Mr. He said, standing amid the preserved ruins of a library on the campus of the Tangshan Institute of Technology. The building is one of seven memorials to the destructive power of the mammoth quake, which killed 242,000 people and injured 160,000 when it struck at 3:42 A.M. on July 28, 1976.

China has borne the brunt of some of the worst earthquakes on record, at a cost of 550,000 lives in this century alone. The Tangshan quake is believed to be the world's third-most destructive in 2,000 years. Nearly a generation later, many older city residents still cannot bear to talk about it.

The quake measured 7.8 on the Richter scale. For 20 seconds, the landscape heaved repeatedly, pummeling the city of just over one million with earth-splitting jolts and causing all but a handful of buildings to collapse on sleeping residents.

The New York Times

The quake at Tangshan was the worst in more than two centuries.

All communications were cut off. People crawled from the rubble dazed and in darkness. A light drizzle was falling. Nearly one-fourth of Tangshan's residents were dead.

"Seven thousand families were completely exterminated," said Lu Shushan, a city official who in 1976 was a Chinese teacher at the No. 13 Middle School. He was buried when his house collapsed but managed to struggle out of the rubble by himself.

"It was very silent for a few seconds, and then you began to hear the shouts and cries," said Liu Chuanzhen, a member of the city planning commission who also pulled herself out of her collapsed house that day.

It took 12 hours for the central authorities in Beijing to discover that Tangshan, which was at the quake's epicenter, had been completely leveled.

Mao lay dying, and his potential successors were engaged in a fierce power struggle. They learned of the scale of the disaster only because a Tangshan coal miner, Li Yulin, drove a red ambulance for six hours along dirt roads to reach Beijing. His face muddied and clothes tattered, he rolled right up to the imposing gates of Zhongnanhai, the high-walled compound where China's leaders live, to give his report.

It took days to mobilize the army and start relief operations. The Tangshan residents dug with their hands, stacking tens of thousands of bodies along the alleyways and roads so choked by debris that the trucks could not always get through to remove the dead.

Airplanes flew over the city spewing disinfectant to stop the spread of disease.

China's leaders forbade foreigners from traveling to the area and rejected offers of aid from international relief agencies. Instead, they organized a lean recovery operation whose name reflected the politics of the time: "Resist the Earthquake and Rescue Ourselves."

It was a time of eating bitterness, as the Chinese like to say. With no water and only bags of biscuits dropped from airplanes in the first days, the people of this city had little time to mourn the dead, whose bodies were dumped in mass graves.

"No one cried," recalled Mr. Lu. "It was so big and so many people died that the streets and alleys were all piled up with corpses. People didn't even think to cry."

It took China more than a decade to rebuild the city. Some residents did not get new housing until 1988. The central Government called on China's provinces to send planners and engineers to Tangshan. The city of Shanghai took responsibility for one neighborhood, and Sichuan, Hubei and Shanxi provinces took responsbility for others.

Patrick E. Tyler/The New York Times

He Shuyun stood before the ruins of a library at the Tangshan Institute of Technology, one of the seven memorials to the 1976 earthquake that devastated the Chinese city and killed at least 242,000 people.

"Basically, a whole new city was planned on top of the ruins," said Zhao Shuzhen, the municipal secretary. The Chinese Communist Party apparatus mobilized volunteer construction brigades, and factories contributed construction materials. Tangshan residents did the rest.

Tangshan's rebirth has coincided with China's opening to the outside world, after the death of Mao only weeks after the earthquake and the rise of Deng Xiaoping a year later as China's paramount leader.

In Chinese history, disasters are said to foretell the end of dynasties or the deaths of great leaders. Many Chinese saw the Tangshan earthquake as an omen of Mao's passing, just as some Chinese today say the Kobe quake may presage the death of Mr. Deng, who is 90 and in declining health.

Today, Tangshan is again a prosperous industrial city. The population has grown to 1.55 million, and economic output has increased sixfold since 1976. The city now ranks 23d among China's 460 urban centers in the total value of its industrial and agricultural production.

Foreign companies have signed contracts to invest more than $1 billion in the city's 550 joint ventures. Though Tangshan preserves its earthquake memorials, municipal leaders now prefer, as they do throughout China, to steer any conversation to the topic of foreign investment and how to attract more of it.

Yet the scars remain, some less visible than others. A mental hospital still shelters those who broke under the strain. A hospital for paraplegics cares for people who were maimed or crushed.

On a recent sunny afternoon at the Institute of Technology, an elderly man with a snowy white beard shuffled along the walkway. He was asked if he remembered the events of that day.

"Oh, I remember," he said. Asked to share his recollections, he just smiled, then shuffled away silently.

BEST COPY AVAILABLE

Fulbright 1994/Diedrich (Dragonwings/Science)

Name:________________
Date:________________
Class:________________

New York Times- Tangshan Journal "Twenty Years After Quake, City is Rebuilt"

1. Who wrote this article?

2. Who is He Shuyun?

3. How many were killed in this earthquake?

4. How many people were injured in this earthquake?

5. At what time and on what date did this earthquake occur?

6. How many people have died in earthquakes this century?

7. What did the earthquake measure on the Richter scale?

8. Who was Lu Shushan?

9. How did the government in Beijing find out about the true damage about the Tangshan earthquake?

10. What was "Resist the Earthquake and Rescue Ourselves?"

11. How long did it take the Chinese to rebuild this city?

12. Who is Deng Xiaoping?

13. How did the people of China see the Tangshan earthquake as on omen?

14. What is the population of Tangshan today?

Fulbright 1994/Diedrich (English)

Name:________________
Date:________________
Class:________________

Dragonwings - Chapter 10 "Aroused" p. 175-200

Vocabulary

looters

Questions

1. Why did Lefty warn Windrider and Moon Shadow to be aware of the Demon soldiers?

2. Why did the Company building remain standing?

3. Where is Oakland?

4. Why were they blasting houses with cannon fire?

5. In a paragraph describe the dinner at Uncle's tent?

6. Why had Uncle been in the mountains?

7. What did Miss Whitlaw do when the Demon soldiers told Moon Shadow and the other Tang men leave?

8. What is the Presideo?

9. What was Uncle's plan to be able to move back into Tang town?

10. Why did Miss Whitlaw have to move?

11. What gift did Robin give Moon Shadow?

12. What gift did Moon Shadow give Robin?

13. What did Windrider decide to do?

Name:_______________
Date:_______________
Class:_______________

Dragonwings - Chapter 11 "Exile" p. 201-224

1. Where did Moon Shadow and Windrider move?

2. In a paragraph describe the Esperanza farm?

3. How did Grandmother feel about Windrider following his dream?

4. How did Moon Shadow's mother feel about Windrider's following his dream?

5. What did the letter from mother to Moon Shadow discuss?

6. Why was winter Moon Shadow's favorite season?

7. What was Moon Shadow's mountain of gold?

8. What was "Dragonwings?"

9. When were they ready to fly Dragonwings?

10. Describe Dragonwings.

11. Why did Black Dog visit Moon Shadow?

12. What did Black Dog do to Moon Shadow and Windrider?

Name:________________
Date:________________
Class:________________

Dragonwings - Chapter 12 "Dragonwings" p. 225-245

1. Why did Uncle and the Company come to help Windrider?

2. Describe in a paragraph on the back Windrider's flight?

3. What happened when Windrider attempted to land Dragonwings?

4. What happened to Windrider?

5. Why did Windrider not want to build another Dragonwings?

6. What did Uncle admit to Windrider?

7. What did Uncle do for Windrider? Why?

8. What happened to Black Dog?

9. What eventually happened to Moon Shadow?

Afterword

10. When did Chinese flier Fung Joe Guey fly?

11. How long was his flight?

12. Who was E. Nesbit?

13. What was Laurence Yep's purpose for writing Dragonwings?

Name:________________
Date:________________
Class:________________

Double-Six Magic Square

At the Shaanxi Museum in Xi'an, China there is a display that describes the importance of spirits in setting up a home. During the Yuan Dynasty (1271-1368 AD) a stone had 36 numbers carved in it in order to ward off evil spirits. This stone would be buried or placed on the cornerstone of a house.

Instructions: Make 12 calculations from the numbers below, you must have 6 numbers in each calculation. You may go vertically, horizontally, or diagonally to find the 12 calculations. Please show all your work.

28	4	3	31	35	10
36	18	21	24	11	1
7	23	12	17	22	30
8	13	26	19	16	29
5	20	15	14	25	32
27	33	34	6	2	9

CHINA

中國民間剪紙
囍
民間工藝

CHINA: THE MASTER CULTURE

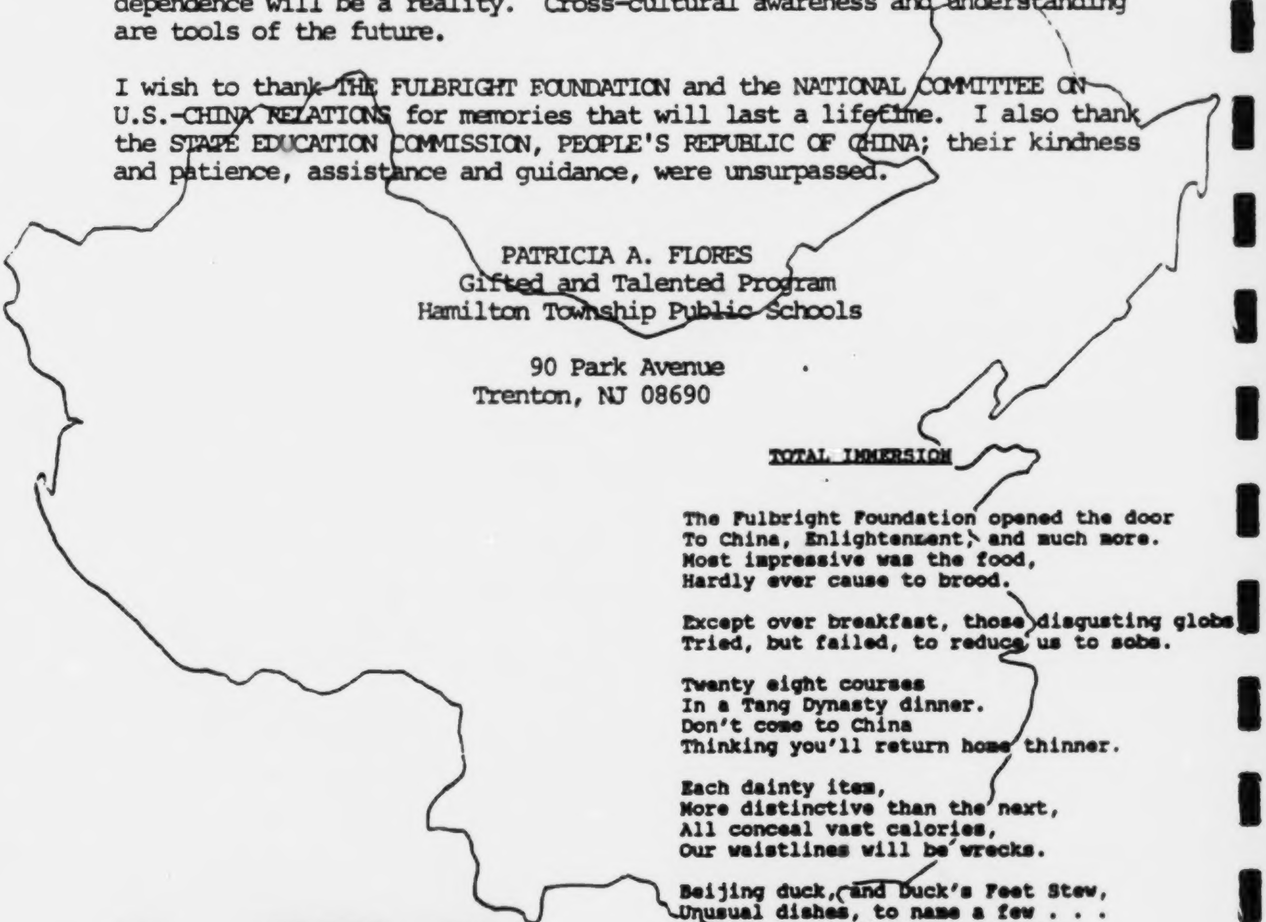
Ms. Patricia A. Flores
Gifted and Talented Program
Hamilton Township Public Schools
Trenton, New Jersey

PREFACE

This curriculum is designed to address the goals of the Gifted and Talented Program of Hamilton Township Public Schools, but can be utilized at any grade level with minor adaptations.

My personal goal is that the students involved in this study will develop an enthusiasm for the country of China, its culture, and most importantly, its people. The twenty-first century is in their hands, and global interdependence will be a reality. Cross-cultural awareness and understanding are tools of the future.

I wish to thank THE FULBRIGHT FOUNDATION and the NATIONAL COMMITTEE ON U.S.-CHINA RELATIONS for memories that will last a lifetime. I also thank the STATE EDUCATION COMMISSION, PEOPLE'S REPUBLIC OF CHINA; their kindness and patience, assistance and guidance, were unsurpassed.



PATRICIA A. FLORES
Gifted and Talented Program
Hamilton Township Public Schools

90 Park Avenue
Trenton, NJ 08690

TOTAL IMMERSION

The Fulbright Foundation opened the door
To China, Enlightenment, and much more.
Most impressive was the food,
Hardly ever cause to brood.

Except over breakfast, those disgusting globs
Tried, but failed, to reduce us to sobs.

Twenty eight courses
In a Tang Dynasty dinner.
Don't come to China
Thinking you'll return home thinner.

Each dainty item,
More distinctive than the next,
All conceal vast calories,
Our waistlines will be wrecks.

Beijing duck, and Duck's Feet Stew,
Unusual dishes, to name a few . . .
Pig's ears, hundred year old eggs,
Beef tendons and jellyfish legs.

Tripe, the stomach lining of a cow,
Snout, the nose tip of a sow.
These and other delicasies,
May cause some to sneeze and wheeze.

But I, in great wisdom,
Seeking total immersion,
Deem the cuisine supreme,
There is no other version.

by Patricia Flores
November 5, 1994

TABLE OF CONTENTS

CHINA: · THE MASTER CULTURE . . . Pages 1 - 5.
Introductory Activities.

THE CHINESE OPERA . . . Pages 6 - 10.
Define and teach Bloom's Taxonomy using fascinating, factual material about the Chinese/Beijing Opera.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT TANGRAMS . . . Pages 11 - 16. Tangram puzzles for the student to solve, with solutions provided. Objective and Procedure page provides detailed plan for teaching.

MARCO POLO AND THE WONDERS OF CHINA: A SILKEN TAPESTRY . . . Pages 17 - 19. Background information on Marco Polo's Travels, and the many and varied inventions of the ancient Chinese people.

CREATIVE PROBLEM SOLVING . . . Pages 20 - 23.
The five steps of CPS are presented along with a plan for creating an invention to be entered in SITE Contest (Student Inventions through Education)

UNLOCK THE MYSTERY: CREATIVE THINKING SKILLS . . . Pages 24 - 26.
Introduces students to Chinese writing.

CREATIVE THINKING SKILLS . . . Pages 27 - 30.
Four varied activities designed to teach vocabulary, use of resource materials, brainstorming and classifying.

CREATIVITY . . . Pages 31 - 35.
Deals with Figural and Verbal Fluency, Flexibility, Originality and Elaboration, which are the components of creativity.

BIBLIOGRAPHY . . . Final page.
List of source material.

CHINA: THE MASTER CULTURE   Pages One - Five

These are introductory pages, grouped together to generate overall interest in China today.

Page One

OBJECTIVES
1. To encourage students to take an interest in what is happening around the globe, and to place their focus on China for the purpose of this study.

MATERIALS
Newspapers, magazines, notes written while viewing television.

PROCEDURE
Students will expand their interests through a conscious effort of cross-culture awareness. Students will compile a news file of articles pertaining to China.

Page Two

OBJECTIVES
1. To cause the students to be aware of items in their homes that are labeled 'Made in China.'

2. To have students be aware of the many countries from which the United States imports products.

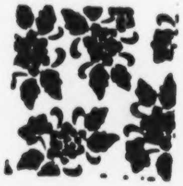
MATERIALS
One or two items 'Made in China' per student to use in discussion, and for the Memory Game. Teacher may have to supplement items to display twenty.

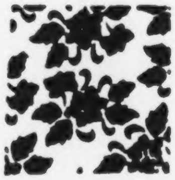
PROCEDURE
Students will comb through their homes searching for import items; making two lists, one for China, the second for other countries they discover on their Scavenger Hunt.

Page Three

OBJECTIVES
To introduce a study of China by seeking to learn how much the students already know, or think they know about China.

PROCEDURE
While brainstorming, students will indicate in code beside each response, K = Know, or T = Think you know.





OBJECTIVES

1. To stimulate the students to think in divergent and creative ways by brainstorming ALL THE USES FOR CHOP STICKS.

2. To understand that articles used by a culture are called artifacts, and that artifacts reveal much about life and values of the culture.

3. To learn to look at a foreign object and analyze its usefulness, rather than viewing it as something merely 'different.'

4. Students will develop Originality and Elaboration by writing a one page story using ideas generated through the brainstorm.

MATERIALS

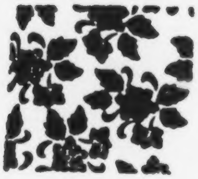
Chop Sticks, preferably enough for each student. Handling the object to brainstorm aids in the flow of ideas.

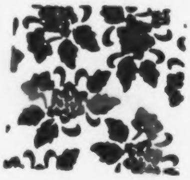
A simple food to practice using chop sticks at the end of the brainstorm. Suggested is pop corn as the irregular shape of the kernels makes handling an easier task.

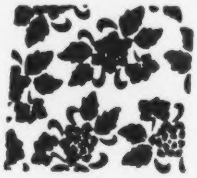
PROCEDURE

Teacher generates discussion of artifacts in general. Focus on chop sticks can be: 1. What kind of technology was necessary to make this? Machine or hand-made? 2. Do all people in the culture use it? 3. Does it tell anything about what is important to the user?

(Artifacts from another culture can only begin to help us appreciate that country's culture.)







Global View
By George Melloan

The New York Times
Travel

EXTRA! EXTRA! READ ALL ABOUT IT!

NEWS ALERT

Listen to the evening news on television. Look through your daily newspaper. Watch for your weekly news magazine to arrive, and through all these sources, keep ever alert for anything that tells about CHINA.

Bring the clipping, or take notes from the television, and be ready to share any information with the class, whenever you spot something about CHINA or the surrounding countries. Often what is happening in a neighboring country will have a direct consequence in another country. As students and scholars of global inter-action, we need to be watchful of events taking place all over the world. However, for this semester, our focus will be on Asia. Keep your scissors handy. Keep clipping!

THE NEW YORK TIMES **INTERNATIONAL** *MONDAY, JANUARY 2, 1995*

China Revamps Forces With Eye to Sea Claims

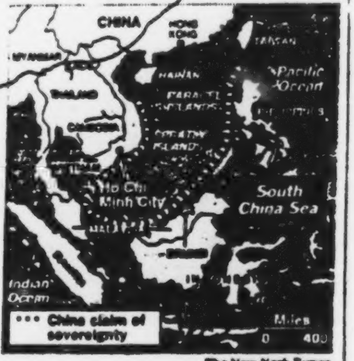
Potential Oil Riches Sharpen Disputes

By PATRICK E. TYLER
Special to The New York Times

BEIJING, Jan. 1 — As Chinese diplomats talk of peaceful coexistence with their Southeast Asian neighbors, China's military leaders are refurbishing a portion of their large and antiquated military to enforce claims of sovereignty over the South China Sea and its resources, Chinese and Western experts say.

In this effort, Chinese military leaders have nurtured specific industries to develop advanced weapons technology and are tailoring their naval and air forces for the region, the experts say, even as the country's overall level of military production is declining.

Continued on Page 6, Column 1



The New York Times

The South China Sea has potentially vast oil reserves, minerals and fishing grounds.

2

LET'S TO ON A SCAVENGER HUNT!

Search through your homes for import items labeled MADE IN CHINA. Make a list of all the things you find, and ask your parents if you may bring one or two items to share with the class. Make a second list of products from other countries, and name the country.

MEMORY GAME: Select 20 items from the artifact collection, place them on a desk to observe for two minutes. Cover the artifacts and students will list the items from memory. After verifying the responses, discuss MNEMONICS to discover ways of improving one's memory, through grouping (classifying), word rhyming, or by association.

LET'S BRAINSTORM!

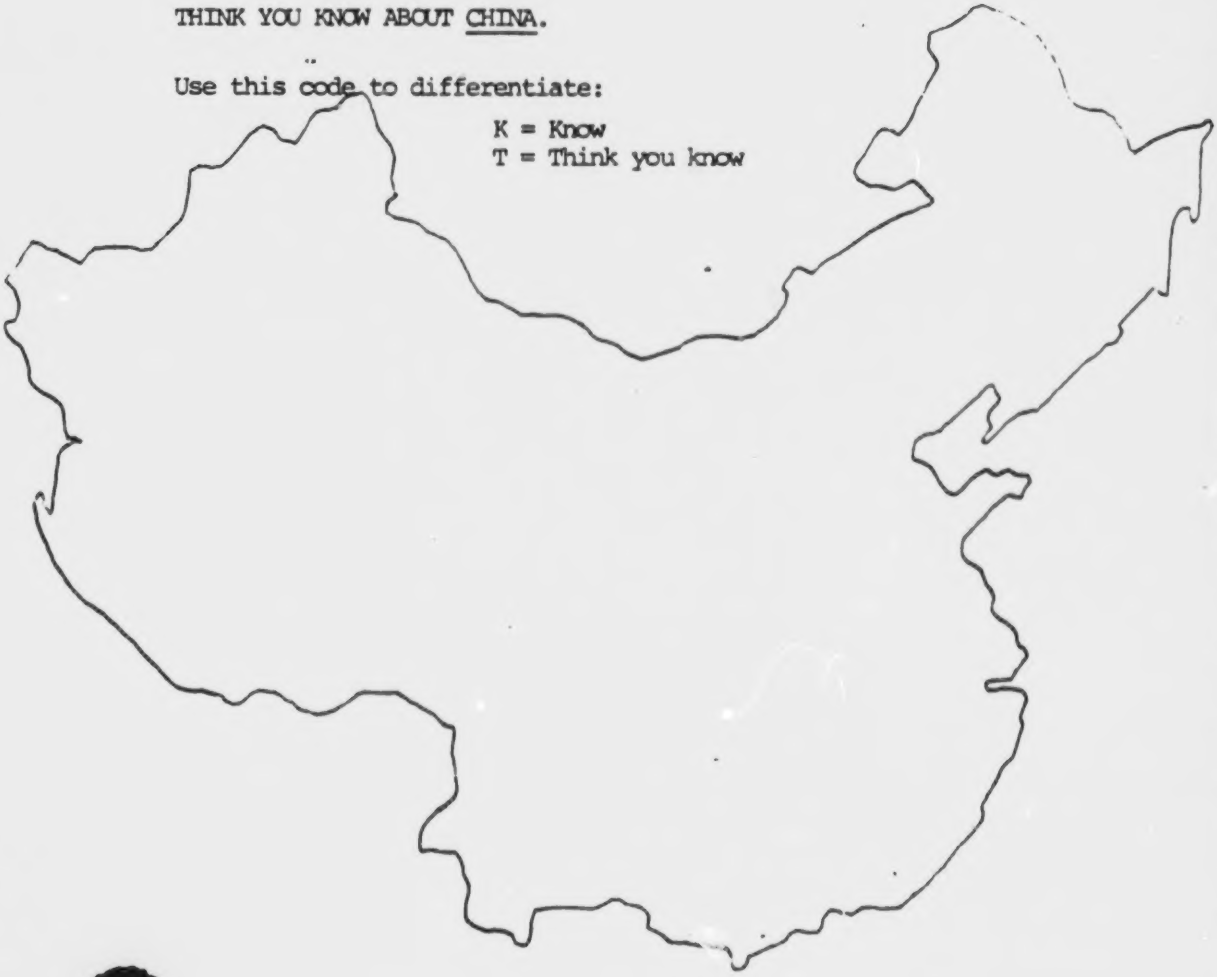
IN THE OUTLINE MAP OF CHINA BELOW,

LIST ALL THE THINGS YOU KNOW, OR.

THINK YOU KNOW ABOUT CHINA.

Use this code to differentiate:

K = Know
T = Think you know



DIVERGENT THINKING

BRAINSTORM all the uses for Chop Sticks that you can think of.

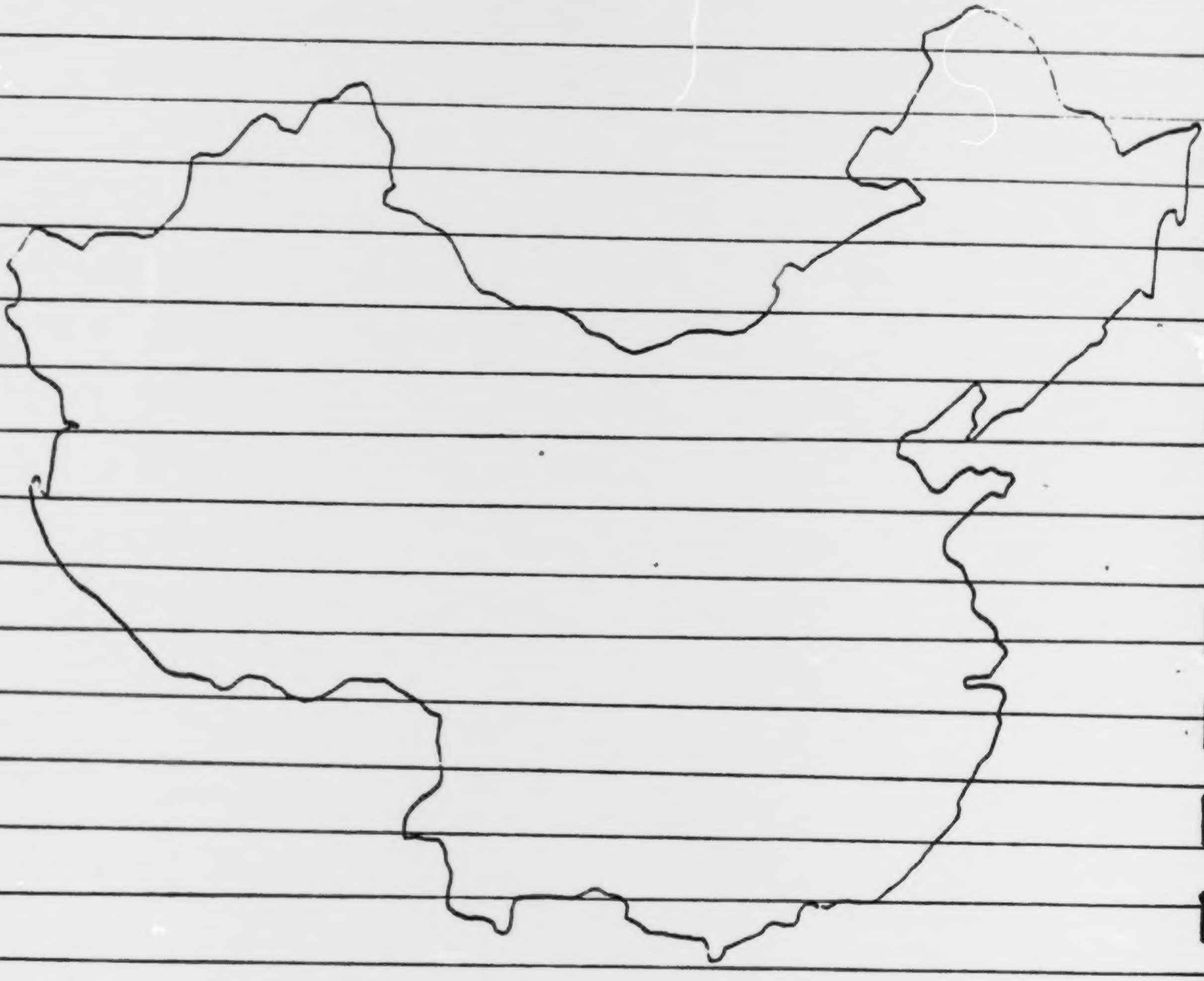
FLUENCY: Count how many ideas you have. ________

FLEXIBILITY: Group your ideas into categories. ________

ORIGINALITY: Select one idea that is the most unusual. ______________

ELABORATION: On the blank sheet accompanying this lesson, write a story from the chop stick's point of view. Use the original idea you chose. This is called PERSONIFICATION, giving your chop sticks human characteristics.

PERSONIFICATION



THE CHINESE OPERA: KNOWLEDGE . . COMPREHENSION . . APPLICATION
ANALYSIS . . . SYNTHESIS . . . EVALUATION

Pages 6 and 7; 8, 9, and 10.

OBJECTIVES

1. To provide knowledge about China's most popular art form.

2. To enrich the students' sense of global awareness through a new and previously untapped source of information.

3. To compare and contrast Chinese Opera with other forms of theater world-wide.

4. To have students understand that people are the same the world around, in that they have the same interests, desires and dreams for success.

5. To provide a vehicle for introducing and teaching the six levels of Bloom's Taxonomy.

6. To prepare students for an instructional, hands-on theater workshop to be held in March.

PROCEDURE

1. To provide knowledge about the Chinese Opera. (Knowledge)

2. Review, retell, reword. (Comprehension)

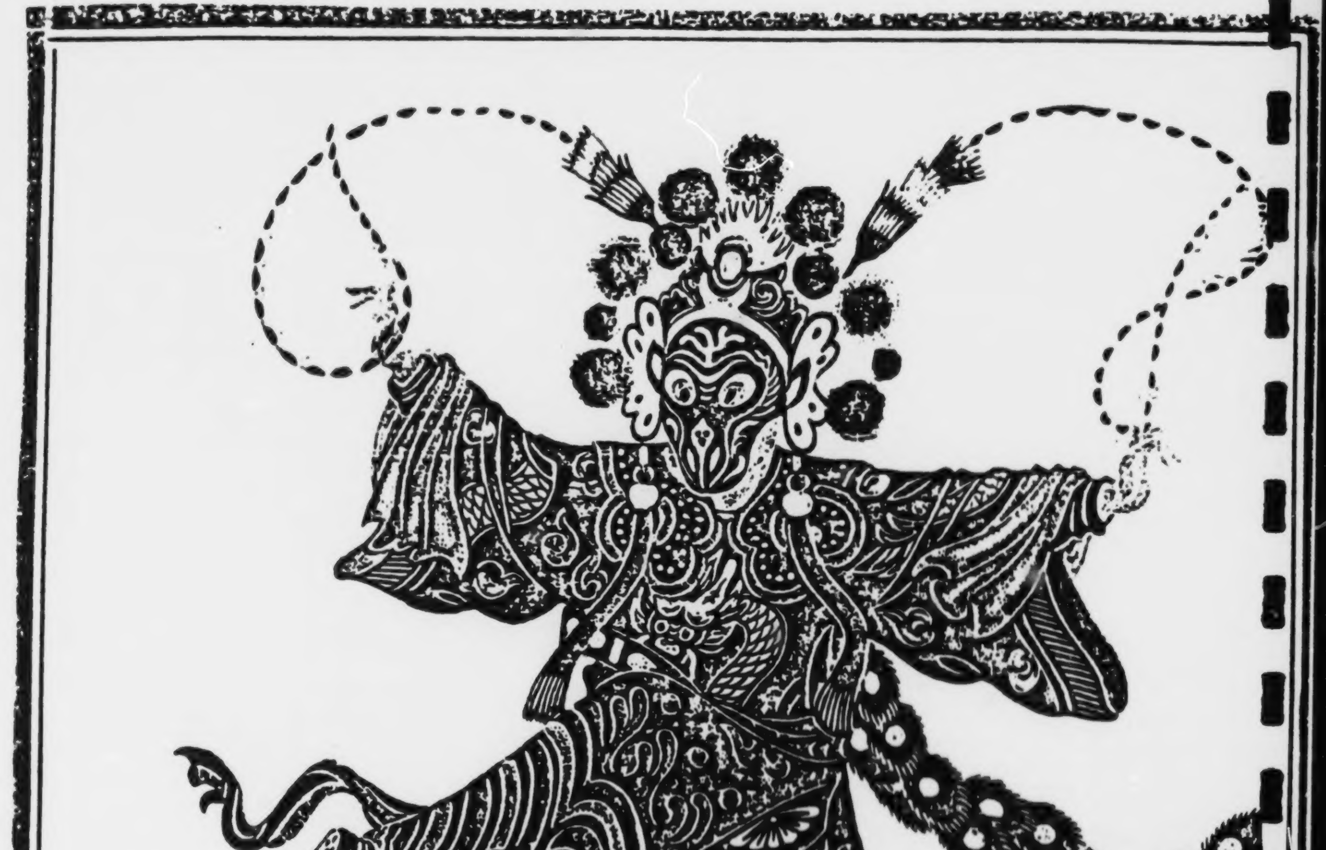
3. Using the facts, write an imaginary interview with a student of the opera. (Application)

4. Select another form of world theater to research, then compare/contrast this with the Chinese Opera. (Analysis)

5. Create stage make-up for a new character, and develop a scenario to introduce your persona. (Synthesis)

6. As a group, debate and judge which form of world theater you feel would be your first choice and tell why. (Evaluation)

7. Acting, Costuming and Make-up will be presented by professional actors/educators from McCarter Theatre Outreach Program, Princeton, NJ. A variety of exercises, improvisations, creative drama activities and character work will spark the students' creativity and imagination. Part of the focus will be toward Chinese Opera.



The Monkey King

THE WONDERFUL WORLD OF THEATER:
CHINESE OPERA

While watching a traditional Chinese Opera production our imaginations are brought heavily into play, for there is no stage scenery, and stage properties are few and simple. A table and chair can represent anything from actual furniture to a fortress. Black flags indicate a high wind, flags with waves on them suggest water; an actor carrying an oar is imagined to be in a boat, and one who carries a horse-whip is supposed to be riding a horse. These actions are further elaborated with pantomine movement.

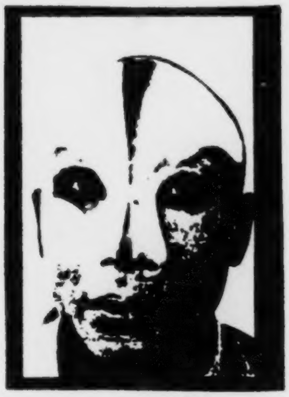
When the audience is to imagine a change of scene the actors walk around in a circle. This may happen many times, because the plays (operas) are very long.

Yes, Chinese opera is different from Western opera, but there is no difference as striking as the painted faces seen on the Chinese stage. The fantastic styles of face make-up are a study in themselves. The characters have their faces painted in elaborate patterns to denote personality. Audiences, through their familiarity with the art, can tell the good and bad characters apart-they know that red faces belong to heroes and white faces indicate a deceitful person. Warriors have elaborate face markings while clowns are easy to distinguish with a white blob of paint in the center of their faces. The faces of gods are painted in brilliant gold, and the animal spirits have faces painted to resemble the animal in question. Even the young hero and heroine rely on liberal quantities of mauve and red powder to give them the flush of youth.

Costuming is magnificent, and each color has a definite meaning. For instance, a yellow robe indicates a member of the imperial family; purple means an official; brown is worn by the elderly, black by those of lower class. Pastel colors are for the young, and a general in full armor has triangular flags fluttering from his shoulders.

No detail is without significance: the manner in which a character strokes his beard denotes his rank in society, every step, even the merest movement of the eyebrows, is strictly choreographed and must be learned by rote.

1.



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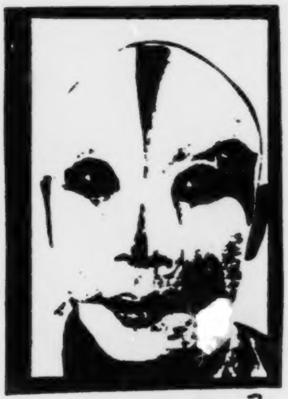
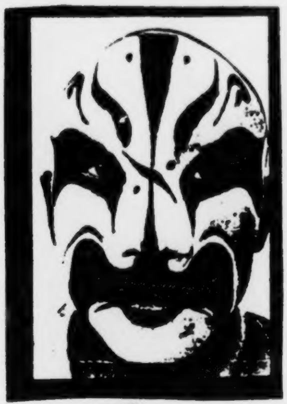


3.

Today, the best known and loved entertainment in China is the Beijing Opera, for it presents dazzling displays of martial arts, pantomime, acrobatics, dance, poetry, literature, instrumental music and song, plus exotic, brilliantly colored, heavily embroidered costumes, and the all-important, elaborate facial makeup.

4.


5.

6.

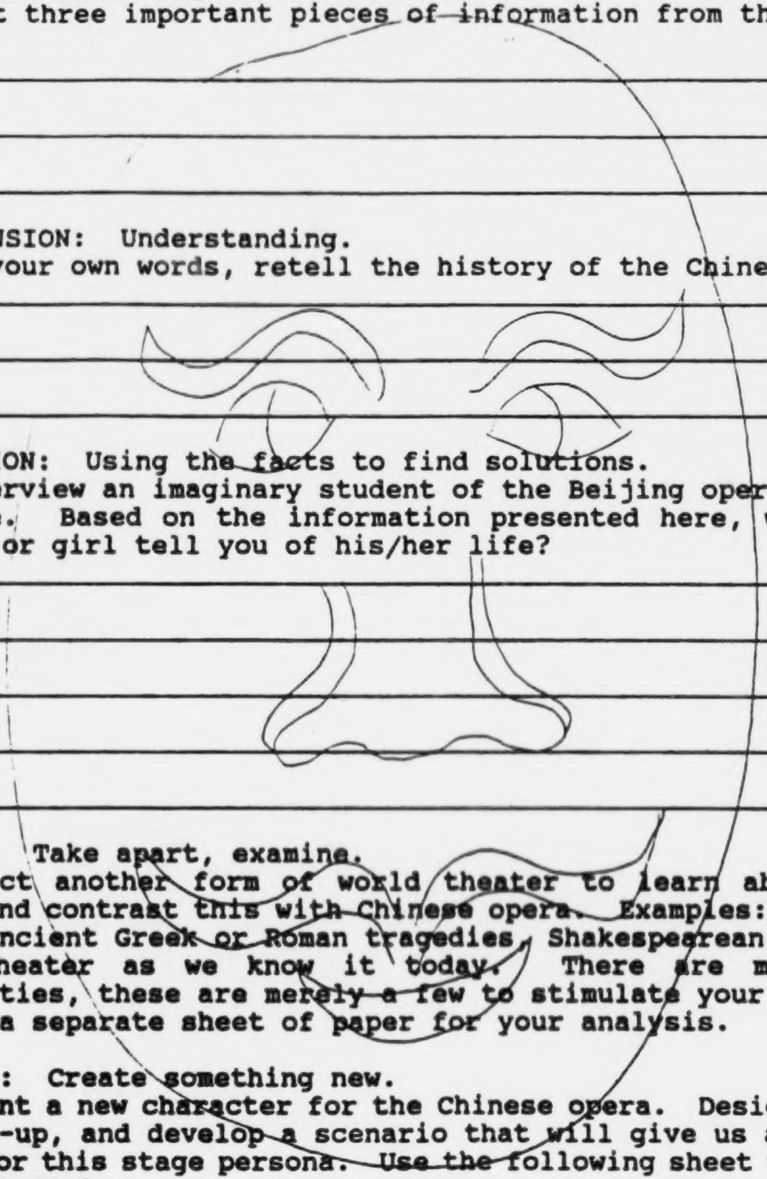
Not so many years ago boys and men portrayed female characters on stage, but today's opera students include girls as well as boys. However, the student is typecast at a very early stage and assigned to a particular type of role, even a specific role, for life.

Every sizable Chinese city has a training institute where regional opera is taught, as well as 'national' Beijing opera. National (Beijing) opera has the advantage of being enriched by elements from the entire country, where the regional opera retains its local characteristics and language dialect. Students receive a general education alongside their specialist training. Today when students graduate they are absorbed into the local professional opera company. However, they are also equipped to live productive lives beyond the confines of the theater.

This is a far cry from the past, when under the old system of training the student was apprenticed at age six or seven. In exchange for board, lodging and tuition, the master had seven years free service from the student. There was no attempt at general education, few performers ever learned to read and write.

Beijing opera, the most important drama in China, has a history of more than one hundred and fifty years, although its origin goes back thousands of years to religious rituals presented to please the gods. Today, as China is opening its door wider to the outside world, Beijing opera has become more and more popular with people all over the globe. The most beloved story character is Monkey King, in Journey to the West, as he brings havoc to the heavens with his antics while searching for the secret to immortality.

ACTIVITY PAGE BASED ON THE SIX LEVELS OF BLOOM'S TAXONOMY



KNOWLEDGE: Recalling basic facts.
List three important pieces of information from the article.

1. ____

2. ____

3. ____

COMPREHENSION: Understanding.
In your own words, retell the history of the Chinese opera.

APPLICATION: Using the facts to find solutions.
Interview an imaginary student of the Beijing opera training institute. Based on the information presented here, what might this boy or girl tell you of his/her life?

ANALYSIS: Take apart, examine.
Select another form of world theater to learn about, then compare and contrast this with Chinese opera. Examples: Japanese Kabuki, ancient Greek or Roman tragedies, Shakespearean drama, or modern theater as we know it today. There are many other possibilities, these are merely a few to stimulate your thinking.
Use a separate sheet of paper for your analysis.

SYNTHESIS: Create something new.
Invent a new character for the Chinese opera. Design his/her face make-up, and develop a scenario that will give us a sense of feeling for this stage persona. Use the following sheet to compose this assignment.

EVALUATION: Judge the value of ideas or products.
Debate within our group the many and varied components of world theater, (based on your research in the ANALYSIS section) and determine which would become your most favored form of entertainment. Using the space allotted on the following page, make a recommendation and defend your choice.

SYNTHESIS: On a disposable sheet of paper develop your new character. When you have the face just as you want it, transfer the drawing onto the oval. Next write your descriptive scenario.

EVALUATION: ____

____

____

____

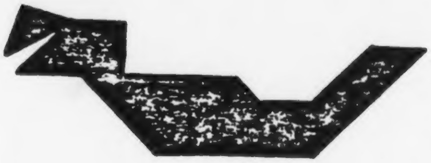
____

PLAYERS HELP EACH OTHER PAINT THEIR CHARACTERS' DISTINCTIVE FACES

大蝴蝶

The Buffoon (clown)

BEST COPY AVAILABLE



Dragon boat

Bell

EVERYTHING YOU EVER WANTED TO KNOW ABOUT TANGRAMS

Pages 11 through 16.

OBJECTIVES

1. To provide information, (albeit speculative) about a favorite pastime of the Chinese.

2. To present a tangram pattern and a variety of puzzles for the student to solve.

3. To involve the student in creative synthesis by developing his/her original puzzles.

4. To highlight relationships of the seven geometric shapes through application and analysis.

5. To allow for individual differences in ability by providing puzzle solutions on pages 14, 15 and 16.

PROCEDURE

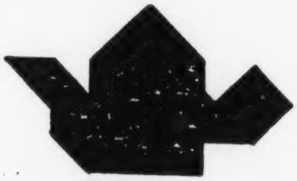
1. Introduce tangrams through the narrative, page 11.

2. Demonstrate usage by superimposing the pieces to show that: two small triangles = the rhomboid, also the medium triangle, and the square; that two small triangles and medium triangle = the large triangle; that two small triangles and rhomboid = the large triangle, that two large triangles = double-sized triangle, and that all 5 remaining pieces will = the same as double triangle. This information is essential to the student so he/she will realize the interchangeability of each piece.

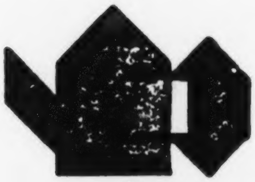
3. Using the puzzles presented, (on cover page, and pages 11, 12 and 13) help students unlock the key to solving them by suggesting they attempt to isolate individual tangram pieces in their minds. It is easiest to determine the position of the two large triangles first.

4. Finally students will be able to create their own shapes. It is more successful if the teacher assigns a specific form, such as alphabet letters, birds, things in the future. (rockets, robots)

5. Evaluation will take place as students work through each other's puzzles.

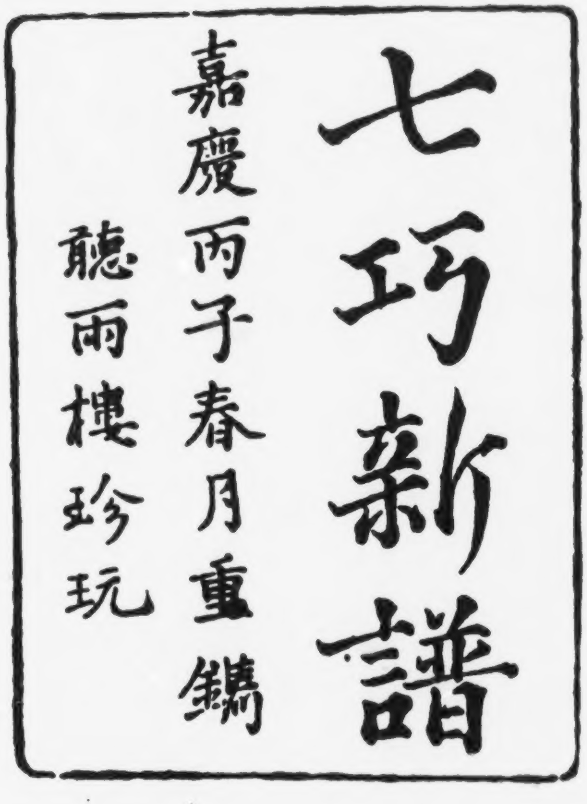


Teapot



Teapot

TANGRAMS



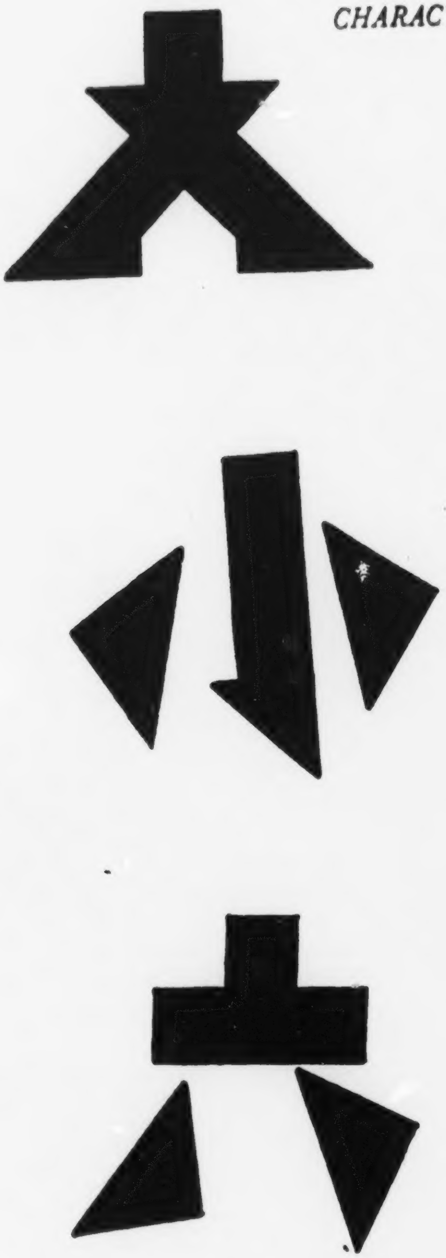
七巧新譜

嘉慶丙子春月重鐫

聽雨樓珍玩

The title page of a Chinese tangram book

SOME CHINESE CHARACTERS



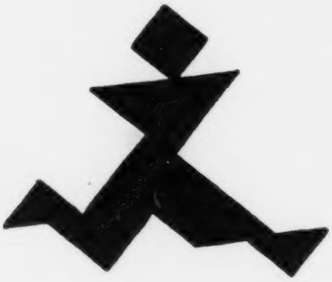
ACROBATS

EVERYTHING YOU EVER WANTED TO KNOW ABOUT TANGRAMS

Tangrams have long been considered to be an ancient Chinese puzzle, but its origin is lost to history. One legend has it that a man named Tan dropped a tile on the floor where it broke into seven pieces. Putting the pieces back together proved more difficult than it had first seemed. He saw various forms take shape as he worked at fitting the seven pieces back into the square. Tan's imagination led him to create figures of animals, people, buildings and abstract forms.

Word of Tan's game spread and it became a favorite pastime of the Chinese. Over the years it gained popularity in Asia and Europe. It is said that Napoleon spent many hours with these puzzles during his time at Elba. Yankee sea captains brought books of tangram puzzles back from Canton and Shanghai, and Edgar Allan Poe was said to have been a great fan of the puzzlers.

It was during the first half of the nineteenth century that the tangram became known in Western countries, and books about it started to appear. The earliest Chinese book of tangrams is dated 1813, which has over 300 shapes of objects and simple Chinese characters for the enthusiast to reproduce. Included here are a few for the student to practice and develop his/her technique for solving the puzzles. Once you have mastered the existing patterns you can go on to create your own shapes. This will become the ultimate challenge. You may then exchange puzzles with your classmates.



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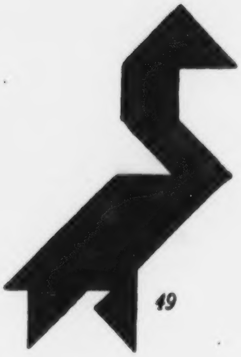
BIRDS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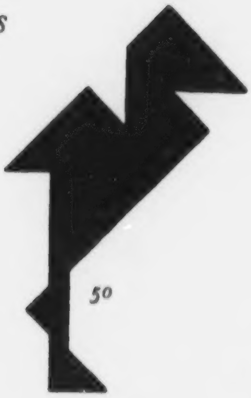
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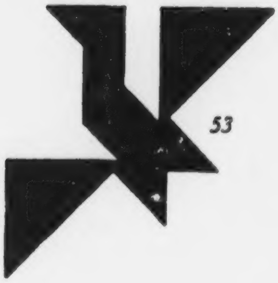
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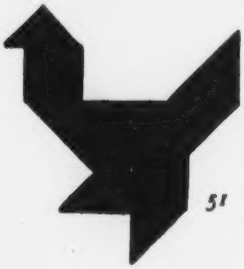
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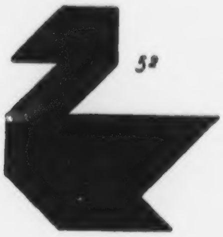
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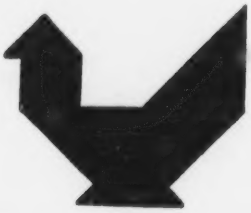
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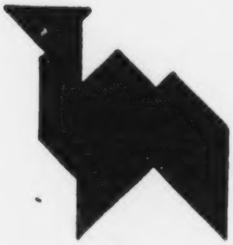
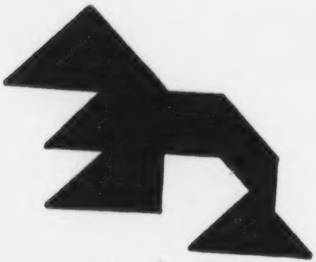
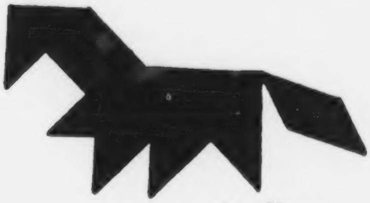
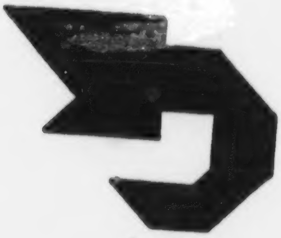
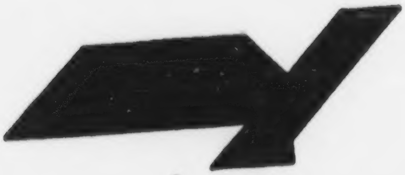

47 Camel

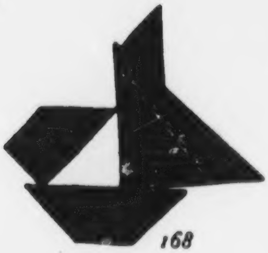

79 Lobster


74 Horse


83 Shrimp


81 Turtle

BOATS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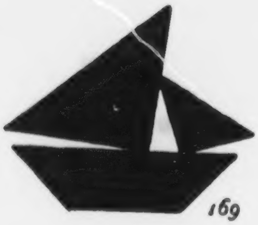
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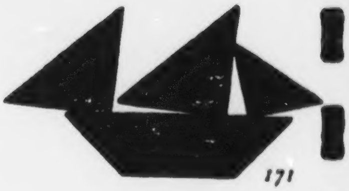
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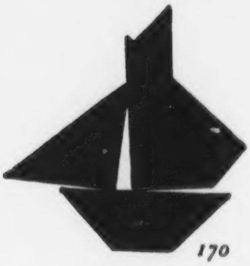
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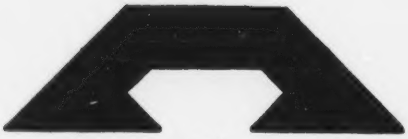
BRIDGES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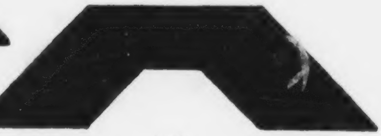
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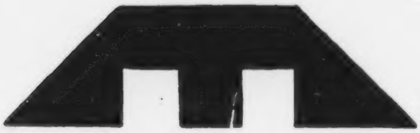
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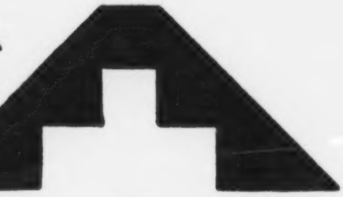
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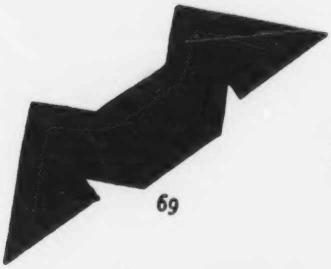
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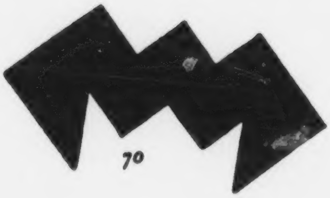
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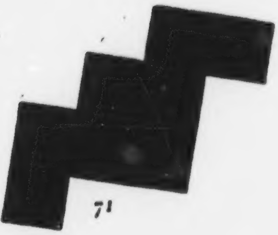
BATS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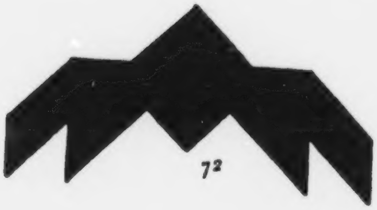
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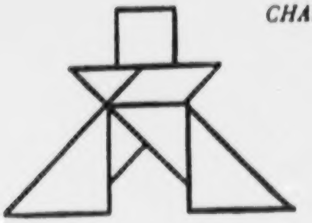
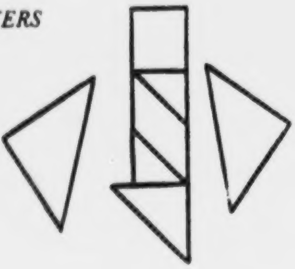
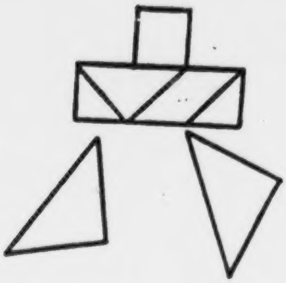
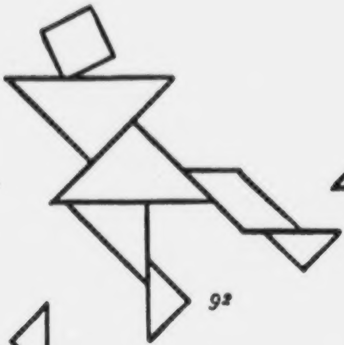
Solutions

SOME
CHINESE
CHARACTERS









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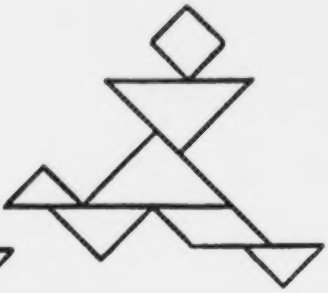

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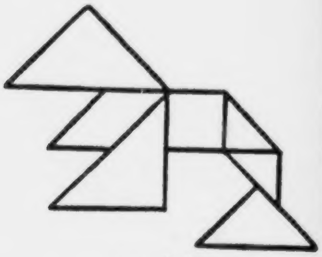

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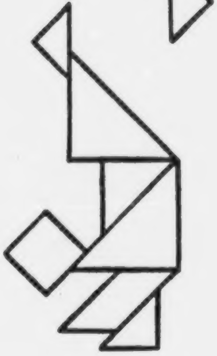

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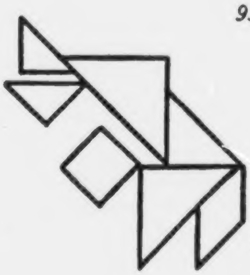

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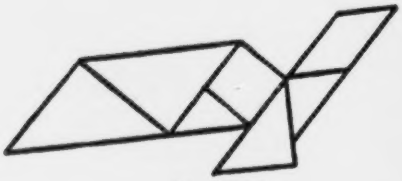
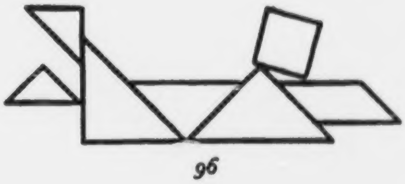


81 Turtle

ACROBATS



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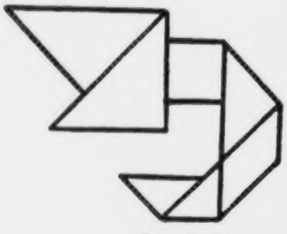

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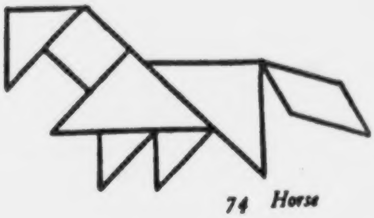

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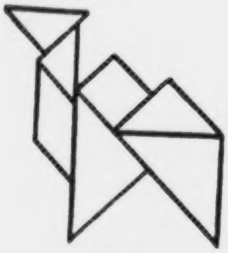
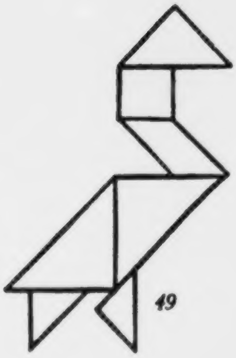


47 Camel

BIRDS



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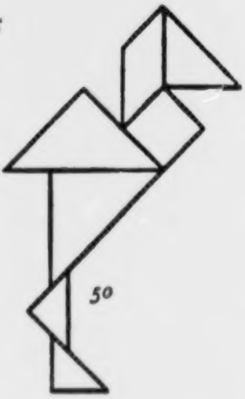

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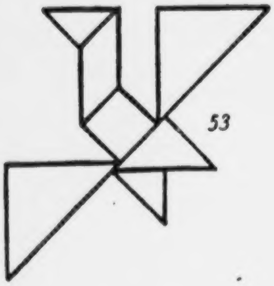

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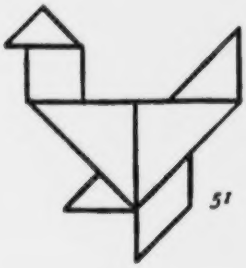

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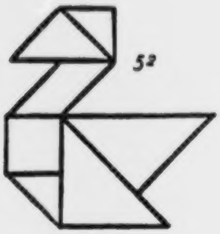

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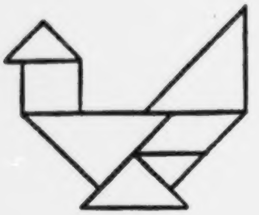

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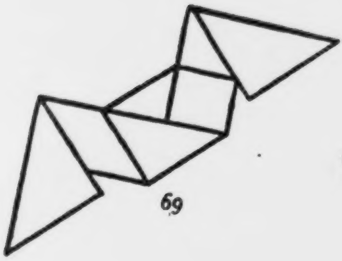

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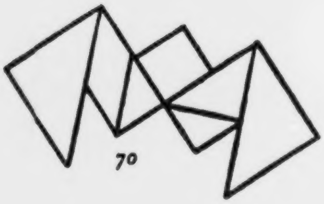

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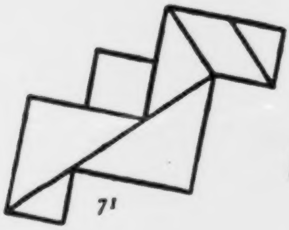

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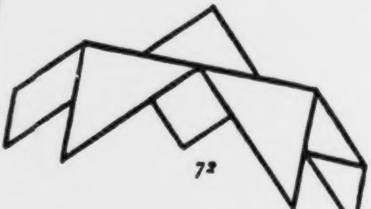

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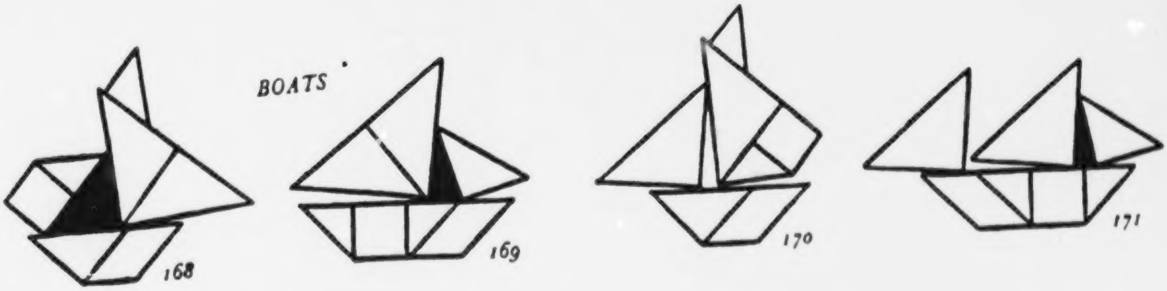
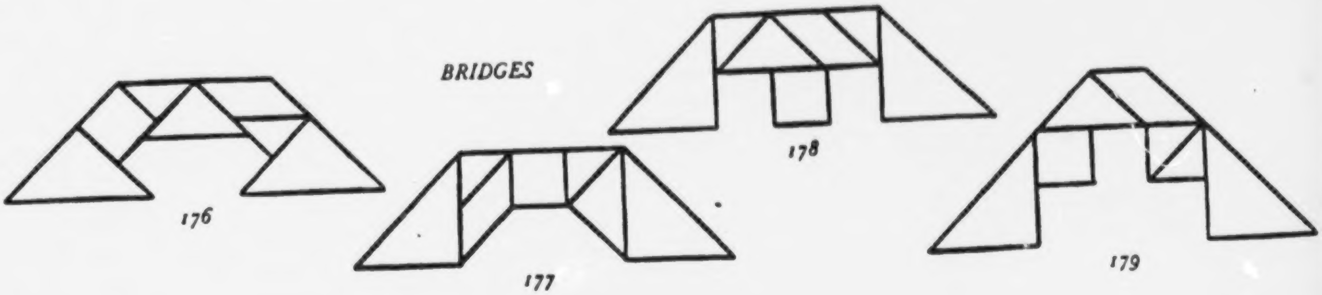
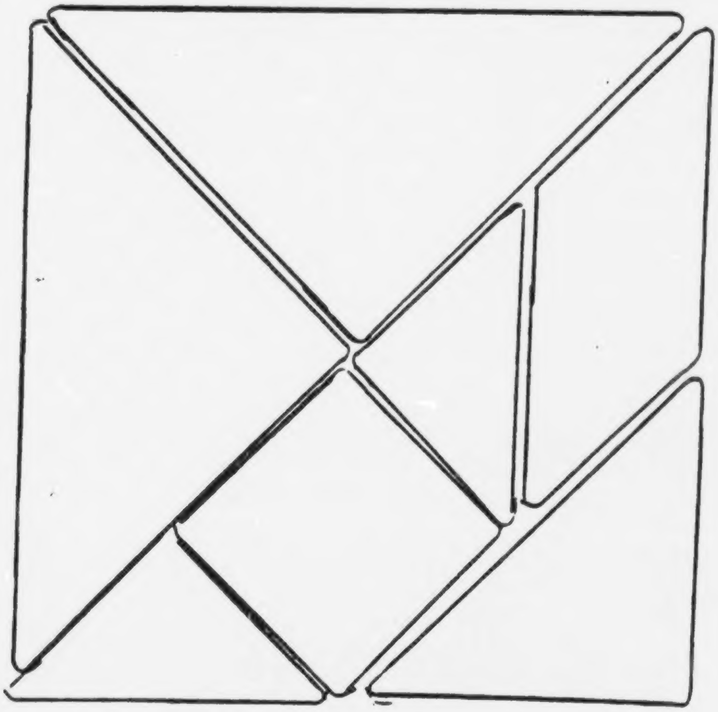
BATS





If commercial, plastic tangrams are unavailable, here is a full-size set which can be reproduced on oak tag and laminated for greater durability.



MARCO POLO AND THE WONDERS OF CHINA

A SILKEN TAPESTRY Pages 17, 18, and 19.

OBJECTIVES

1. To give students some background information as obtained through reading The Travels of Marco Polo.

2. To provide students with knowledge of the amazing inventions of the ancient Chinese people, and highlight how necessity brought about a natural progression of these inventions.

PROCEDURE

1. Read and discuss the written information. Name several modern inventions, trace their origins.

CREATIVE PROBLEM SOLVING Pages 20, 21, 22, and 23.

OBJECTIVES

1. To introduce the five steps of the Creative Problem Solving process, and present a problem for students to systematically work through to reach a solution and plan of action.

2. To alert students to the problems of our global community, and trigger thinking in terms of alleviating misery and environmental degredation.

3. To cause student awareness of the fact that there is more than one solution to any problem, and that by establishing a set of criteria one can sort through and come up with one 'best' solution.

4. To encourage student to provide a Plan of Action 'invention' suitable for entry in the district/state inventions contest. (SITE)

PROCEDURE

1. Follow the guidance given in the four work-sheets provided for working through the CPS problem to its final Plan of Action.

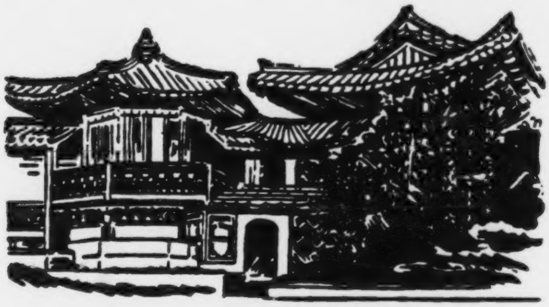
2. To bring Plan of Action into being via a tangible, hands-on product which can be entered in the SITE contest. (Student Inventions Through Education)

MARCO POLO AND THE WONDERS OF CHINA

A SILKEN TAPESTRY

Old China, China of the splendor and opulence of the Tang, Sung and Ming Dynasties . . . Old China, then known as Cathay, was documented by Marco Polo in his journeys over the Silk Route. In his journal were tales so incredible they were thought to be fantasy for many years, until another Italian adventurer traveled Polo's footsteps and confirmed it all to be true.

Old China, a silken tapestry, has woven into it the soft glow of perfect pearls and the brilliance of court garments embroidered with gold and silver threads, and embossed with precious jewels. Offered for the palate of the privileged; magnificent foods, so rare and exotic they are beyond the mind's comprehension, served on porcelain plates so dainty and delicate they rival the food itself. There were banquets that went on continuously for two and three days, serving up to 10,000 people at a time, and entertainment by actors, jugglers, acrobats, dancing ladies, music, the likes of which can never be duplicated.



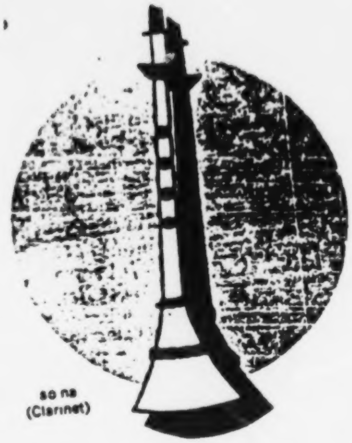
During the early years of China's long history, the people used an understanding of science to create many inventions that made their work easier and their lives more enjoyable. All important is the invention of paper, which they could then use for writing and drawing. This led to a refinement of early writing, pictures that were originally scratched in mud with sticks, or carved on bamboo, clay pots and bones.

Necessity being the mother of invention, the Chinese next developed paint brushes and discovered how to make ink by collecting the soot of burning pine wood. They mixed it with tree sap to make a paste, added water and stirred it well. Chinese characters were standardized and calligraphy, the art of brush painting, was born. Next, in natural progression, came block printing, which was developed more than 1,000 years ago. While the Vikings were setting sail to North America, the Chinese were busy inventing moveable type that allowed them to easily print books and the first paper money known in the world. Europe discovered printing 400 years later.

巧新譜

Chinese
stone chimes

Oriental gong


so na
(Clarinet)

yue qin
(Moon Guitar)

For their pleasure the Chinese knew how to make kites and fly them in the wind. Using paper and bamboo sticks, they made them into shapes of colorful birds, butterflies, fish, and dragons, which they flew at festivals. The Chinese also invented gunpowder, and used it to make firecrackers and rockets that burst into shapes of many colors to celebrate at their festivals.

The Chinese also knew how to make wood and metal drums, gongs, and bells of many sizes and shapes. They hollowed out wood and made a stringed instrument called a lute. They cut short bamboo tubes and made a wind instrument called a sheng. They played all these instruments at their festivals.

Chinese potters discovered a formula for making fine porcelain, which they kept a secret from the rest of the world for hundreds of years. They mixed and ground white clay with sand and powdered rock, washed the mixture several times and made a thick, smooth paste. Then they shaped the paste into vases, bowls, dishes and jars, and painted them. The pieces were then fired (baked) in very hot ovens (kilns) for several days to harden them. This porcelain, called "China," became known all over the world because of its thinness and beauty of design and color.

In the food department, the next time you twirl spaghetti around your fork, remember that Marco Polo took the recipe back to Italy where it caught on in a big way. Also, the Chinese were drinking tea for thousands of years before the rest of the world discovered how delicious it was. But there is one thing I must tell you, and that is that the Fortune Cookie as we know it was NOT discovered in China, but born in a Chinese restaurant in San Francisco as a vehicle for dispensing the many Chinese proverbs which we all love and enjoy.

Other Chinese inventions include: a wheelbarrow, and other types of wheeled carriages to help carry their heavy loads; the potter's wheel to help shape their pottery; magnet stones, which we call "lodestones", as their guide to find direction; an abacus for working out even the most complex mathematical problems; a method of waterproofing by coating material in tallow which prevented rain from soaking through; and the Chinese could build ships which would stay afloat even if water leaked into the hull. They did this by creating several rows of wooden walls inside the ship from side to side. Wherever water leaked in, the walls would prevent it from flowing into the rest of the ship.

Today the brilliance of China's past, the blending and melding of its many hues and colors, have dimmed into an impoverished, frayed shadow of what once was. New China, tattered, a mere figment of its past, is working round-the-clock to reclaim its rightful position among nations on a global perspective.

There is no doubt in this writer's mind that this will occur, for China is predicted to become the major power of the 21st century, and the Pacific Rim as we perceive it will become the throne of commerce and finance.

Continue now to the following pages and work your way through the CREATIVE PROBLEM SOLVING process as presented.

CREATIVE PROBLEM SOLVING

The Mess: It is the year 2020. The world is over-populated, hunger abounds, pollution is rampant, and you and your colleagues have been given the task of finding some solutions to the plight of the planet. An international symposium will be held in Beijing, and you are preparing to depart for China to participate in the meetings.

As a member of the team sent to appraise the situation and offer suggestions, you have been interviewing the people of New Jersey for ideas and possible new inventions that could help make life easier for all of us. Keeping in mind environmentally sound practices, you need to develop one solution that can become a building block toward alleviating the world's problems.

Work through the five steps of CPS (Creative Problem Solving) and arrive at a plan of action. Next show how that plan will function.

FACT FINDING: Using the Mess, list all the facts. How do you think you can find the real problem?

FACTS

PROBLEM FINDING: Look over the facts that you just listed. Some are more important than others. Decide which three are more important, then write them on the lines below.

Look over the three facts you listed, and decide which is the one most important fact. Circle it. Now you can begin to work on the real problem.

The best way to deal with the real problem is to put your most important fact in the form of a question. This helps you think of answers. For example, you can ask:

In what ways might (IWWM)

Now you're ready to move right along to the next step.

IDEA FINDING: You are going to BRAINSTORM for ideas that answer your problem question. Remember a few short rules:

1. Call out your answers.
2. Keep a record of answers.
3. Do not judge the answers of others.
4. Brainstorm for 5 or 10 minutes. The longer you think the more creative your responses will become.

LIST OF IDEAS

RANK IDEAS: Go over your list of brainstormed ideas and select the ones you think are very good. Through evaluation, narrow down to the three BEST ideas and list them.

____

____

Next you need a way to judge the BEST idea that answers the problem question. You need to select criteria that will help you do this. (CRITERIA is a new word meaning guidelines or standards to help guide or make a decision.) Time, effort, care and neatness are examples of criteria which teachers use to judge students' work.

So we will decide upon criteria that will help choose the BEST idea. Some common criteria are: time, cost, ease of doing. You will need a total of four. Think of criteria and list on the chart below. Using 1, 2, 3, 4, and 5, rate each idea with each criterion in the chart below. One is the poorest, or weakest idea, while a five indicates the best. When you are finished add each column, the highest number indicates the best idea! It is really easy to do.

Ideas (across)

Criteria (down)			

Totals___ ______________________________

PLAN OF ACTION: You have just ranked your ideas and found the best one. That idea with the highest score is your SOLUTION. Your last step is deciding how you can best present your solution through a plan of action. Using the 5 w's will be helpful. And don't forget to use 'how.'

The ways to present your solution are limited only by your imagination. To get your thinking started, some ways you can develop your plan of action are:

1. Write a newspaper article.
2. Design a game.
3. Make puppets and write a script.
4. Draw posters and/or make charts.
5. Write a rap and perform with classmates.
6. Write a short play or skit.
7. Develop an informative survey.
8. Take a series of photographs.
9. Cartooning.
10. Combine several of the above.
11. Use none of the above.
12. BE CREATIVE. Good luck!

My plan of action will be ____

____

UNLOCK THE MYSTERY: . . . CREATIVE THINKING SKILLS

Pages 24, 25, and 26.

OBJECTIVES

1. To introduce students to Chinese writing by illustrating their ancient pictograms, then tracing the sophisticated progression into modern times.

2. To inform students of the differences in Korean writing and explain how their alphabet came into being.

3. To provide students with an opportunity to write (copy) some Chinese characters and gain appreciation for calligraphy as an art form.

4. Using the book The Chinese Word for Horse, the student will, after writing (brush painting) some Chinese characters, then use those characters to develop a story . . . as did the author, John Lewis.

PROCEDURE

1. Read the story, The Chinese Word for Horse, observe the progression of language development.

2. Provide water colors and brush, students may copy vocabulary words from the story. After sufficient practice student will receive a scroll shape of paper to paint four characters of his/her choice. Scroll will be bound with colored paper strips at each end, small dowl and yarn attached for hanging.

3. Student allowed to work with a partner to develop new words by combining the characters given in the story.

4. Student and partner will create a story using their new Chinese characters.

Cart

Stream

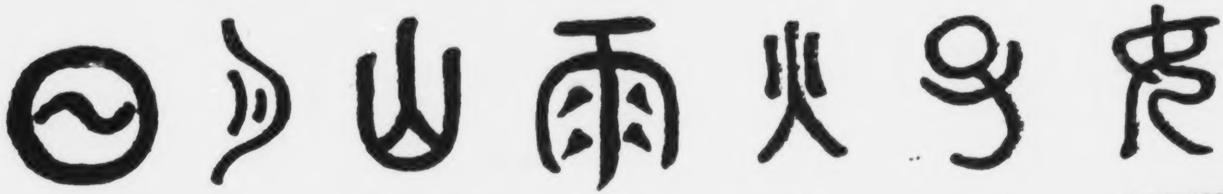
Rain cloud

Growing field

UNLOCK THE MYSTERY!

CHINESE WRITING MADE EASY

In ancient times, when the Chinese people first began to record information, they used only pictures. Later they wrote characters that resembled the pictures. Today the Chinese language has more than 50,000 characters. In order to read and write well, people need to know about 5,000 of them.

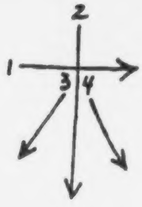


sun	moon	mountain	rain	fire	child	woman
日	月	山	雨	火	子	女

We have read THE CHINESE WORD FOR HORSE and two other stories in the book of the same title, written by John Lewis and illustrated by Peter Rigby. It is fascinating to trace word development made by combining the pictorial representation of two or more characters to create new words. Some examples are given here.

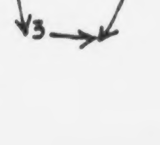
木	本	林
tree	root	forest

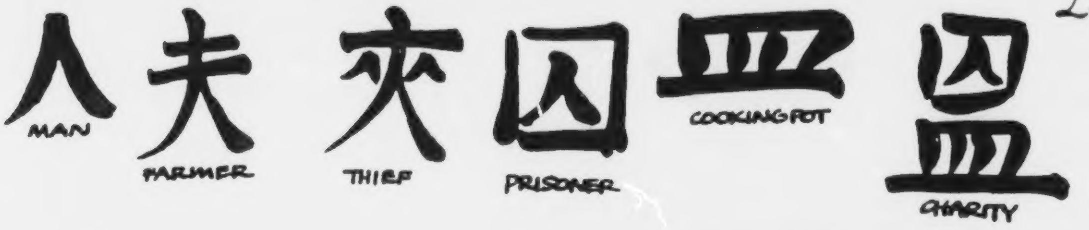
dense forest

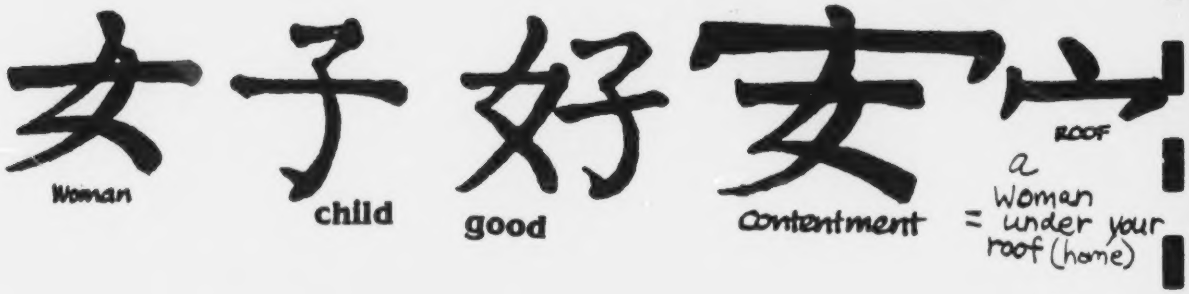


口	品	喿
mouth	taste	Birdsong

= 3 mouths in a tree







= a Woman under your roof (home)

It is interesting to note that up until 1450 Koreans used the Chinese written language. While they had their own spoken language, their books were all in Chinese characters, and only the very rich could learn to read because it took so much time and effort. Also it was very difficult, often impossible, to express Korean ideas using Chinese characters. For these reasons, King Sejong called his court scholars to discuss designing a true Korean alphabet that would make studying and learning easier. The writing system was called HANGUL, and is so basic and simple it can be mastered in a day. There are only 10 vowels and 14 consonants to learn, compared to the 26 letters of our English alphabet, and the 5,000 plus used by the Chinese.

Naturally the Koreans do not have a need for the same sounds as in English, so some of our letters are not represented. In order for you to compare Korean with the Chinese system, I have included their alphabet.

KOREAN ALPHABET *(HANGUL)*

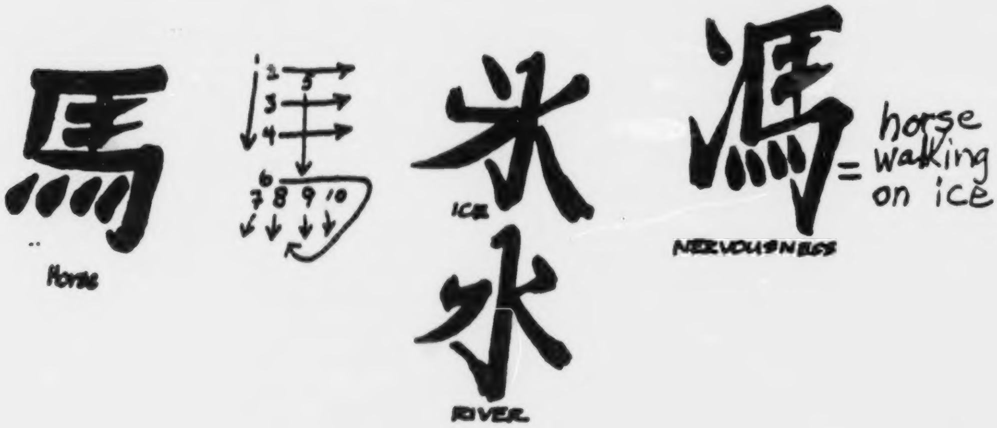
Vowels

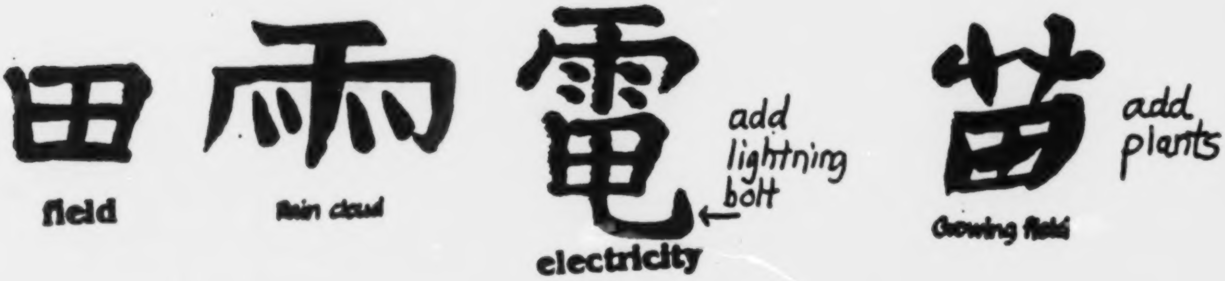
ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
A	YA	AW	YAW	O	YO	OO	YOO	EU or U	I or EE

Consonants

ㄱ	ㄴ	ㄷ	ㄹ	ㅁ	ㅂ	ㅅ	ㅇ	ㅈ	ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
K or G	N	D or T	R or L	M	B or P	S	NG	J	CH	K	T	P	H

Continue on for a few additional Chinese language word combinations.





Using your imagination, create some symbols that could represent words. Next combine symbols as the Chinese did to create other word meanings. Label.

CREATIVE THINKING SKILLS: Pages 27, 28, 29, and 30.

VERBAL FLEXIBILITY: CLASSIFY Page 27

OBJECTIVES

1. To introduce the concept of Provinces as they differ from States.

2. To have students analyze the names of the provinces and identify ways in which they can be classified.

PROCEDURE

1. Using the two examples provided, students will complete the first two boxes.

PRINT OUT: VOCABULARY Page 28

OBJECTIVES

1. To teach vocabulary words about China.

2. To present a challenging learning activity.

PROCEDURE

1. To review words for meaning, relate to cross-word puzzle without clues.

2. Request students write lightly in pencil so words can be more easily moved around.

CATEGORIES GAME Page 29

OBJECTIVES

1. To develop Fluency and Flexibility of thinking, having students think globally, main focus on Asia.

PROCEDURE

1. Working in pairs, students will fill in the boxes with appropriate responses.

2. Tally points at end of time limit, share responses.

COUNTRY/CAPITAL MATCH-UP Page 30

OBJECTIVES

1. To introduce a World Almanac and have students use it for reference to match countries and capitals.

2. To make students aware that some countries have changed their names, and the reasons for the change.

PROCEDURE

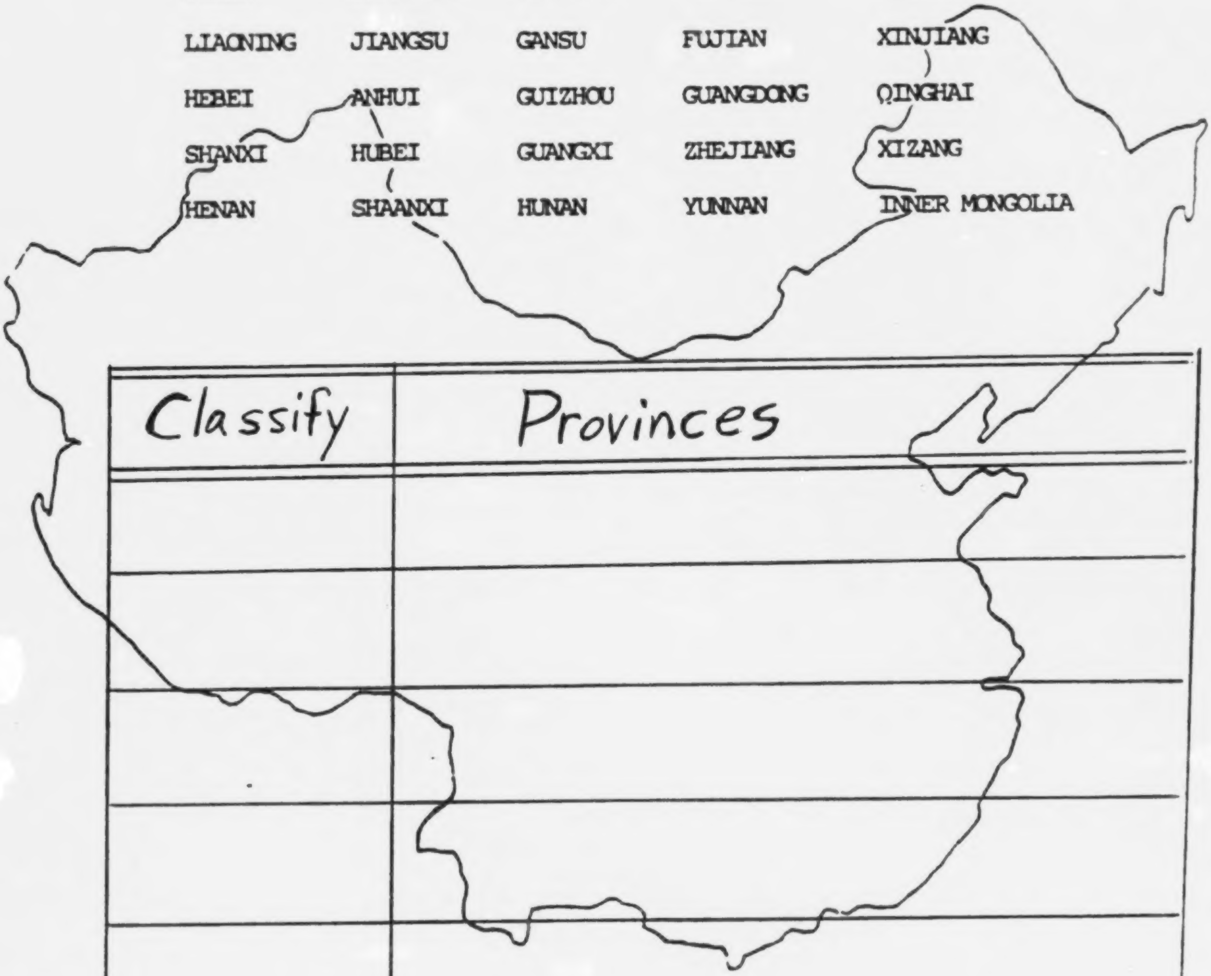
1. Locate the "Nations of the World" section in the almanac, guide students through one country so they will know where to look to find the capital.

VERBAL FLEXIBILITY

How many different ways can you CLASSIFY these Chinese provinces?

Example: Provinces (states) having eight or more letters.
Provinces having three or more syllables.

JILIN
LIAONING
HEBEI
SHANXI
HENAN
SHANDONG
JIANGSU
ANHUI
HUBEI
SHAANXI
SICHUAN
GANSU
GUIZHOU
GUANGXI
HUNAN
JIANGXI
FUJIAN
GUANGDONG
ZHEJIANG
YUNNAN
HEILONGJIANG
XINJIANG
QINGHAI
XIZANG
INNER MONGOLIA



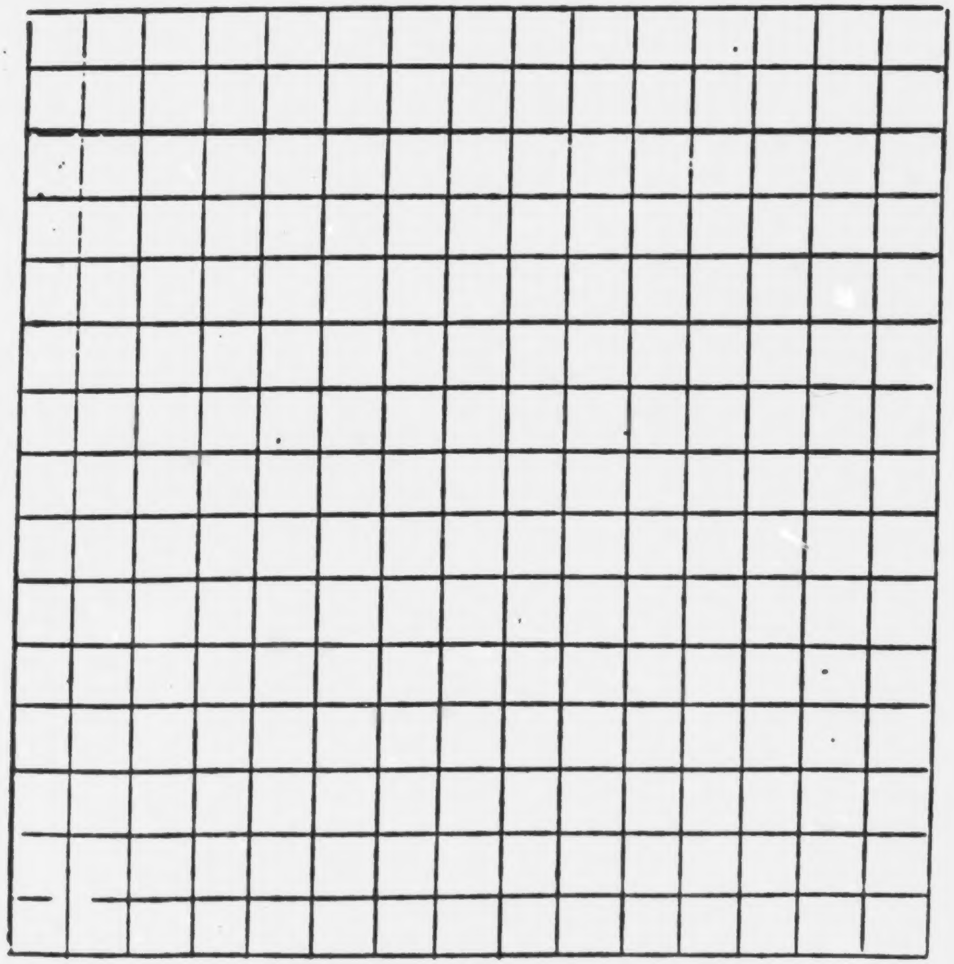
Classify	Provinces

PRINT OUT

How many words can you fit into this grid like a Crossword Puzzle, or a game of Scrabble? Write them across, up or down.

Words may be used more than once, but you may not invent your own! When you have used as many words as possible, total your score. One point for each word.

Buddhism
Beijing
Tibet
emperor
Shanghai
Confucius
phoenix
dragon
Ming
Tang
Han
Lao-Tze
Yangtze
acupuncture
moxibustion
calligraphy
embroidery
Communism
chop
brush
inkstone
ricepaper
palace
bamboo
temple
tombs
GreatWall
panda
dynasty
scroll



Creative Thinking Skills

CATEGORIES GAME

Fluency .... Flexibility

In fifteen minutes, try to fill in as many spaces as you can on the grid below. You may put more than one answer in each block. Try to think of answers that are unusual and you will score more points! Some examples are done for you.

	NAMES OF FOREIGN COUNTRIES	NAMES OF FOREIGN CITIES	TYPES OF FOREIGN RECREATION	TYPES OF FOREIGN FOODS
C				
H				
I				
N	Nepal			
A			archery	

SCORE- 1 point - common answer
2 points - ASIAN response

COUNTRY AND CAPITAL MATCH-UP

Match the countries in column A. with their capitals in column B. The first has been done for you.

COLUMN A	Column B
5. U.S.A.	1. Dakha
____ Japan	2. Katmandu
____ China	3. Tokyo
____ India	4. Beijing
____ Pakistan	5. Washington, D.C.
____ Nepal	6. Islamabad
____ South Korea	7. Colombo
____ Sri Lanka	8. TAIPEI
____ Vietnam	9. P'yongyang
____ Taiwan	10. New Delhi
____ Thailand	11. Hanoi
____ Bhutan	12. Bangkok
____ Bangladesh	13. Thimphu
____ North Korea	14. SEOUL

Now use this code to figure out a secret message. Write the letters which correspond to the numbers you filled in in the first part of this activity. Be sure to keep them in the correct order.

1	2	3	4	5	6	7	8	9	10	11	12	13	14
L	M	T	S	I	S	L	W	D	A	L	O	R	A

_ _ʼ_   _   _ _ _ _ _   _ _ _ _ _.

CREATIVITY: Pages 31, 32, 33, 34 and 35.

This final section deals with Figural and Verbal Fluency, Flexibility, Originality and Elaboration, which are the components of CREATIVITY.

PICTURE THIS Page 31
OBJECTIVES
1. Students will draw upon their creative skills to develop the 'idea starter' into a picture about China.
PROCEDURE
1. Discuss China's landscapes, cities, parks and temples, and relate to slides. What impressions remain the most vivid?

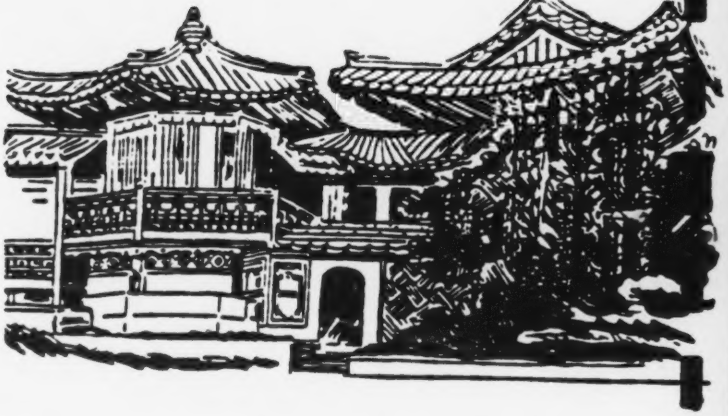
INDEPENDENT STUDY Page 32
OBJECTIVES
1. The student will identify and then select areas of China that hold the greatest personal interest.
2. The student will classify information into categories, and demonstrate this skill in the travel brochure.
PROCEDURE
1. Provide library time for research using books, encyclopedias, atlases and World Almanac.
2. Using the yellow pages of the telephone book, assign each student a different Travel Agency to contact, to request folders/posters about China.
3. Upon completion of teacher guided research, student will be provided with the necessary art paper and markers, and assignment will become a homework (independent) project.

ELABORATION Page 33
OBJECTIVES
1. To force students to use their creative powers by generating figural fluency on a specific topic.
2. To stress and encourage elaboration, adding details, as an integral part of creativity.
PROCEDURE
1.Brief review of the four components of creativity, and how they apply to the assignment. (Fluency, Flexibility, Originality and Elaboration.)

PICTURE POSTCARD Page 34
OBJECTIVES
1. To aid student in further refining his/her concepts of temples, palaces, villages, and beauty of China in general.
MATERIALS
1. All the post cards and picture books brought home from China. Also brochures and other information gathered for the travel/poster assignment.

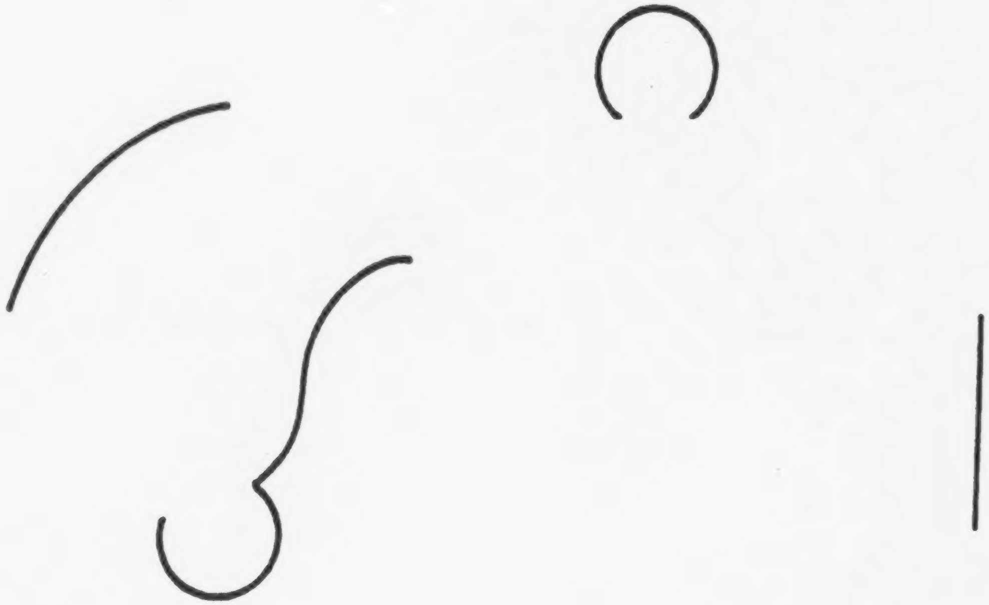
FLUENCY, FLEXIBILITY, ORIGINALITY, ELABORATION Page 35
OBJECTIVE
1. In summation, use this as a culminating activity. Students' poems should reflect the previous assignments.

Picture This:



ELABORATION:
Use the line designs below to create a picture about CHINA. Remember what you have learned.

Hint: Think of the slides.



INDEPENDENT STUDY

Fluency... Flexibility...

CREATE A TRAVEL POSTER AND TRAVEL BROCHURE.

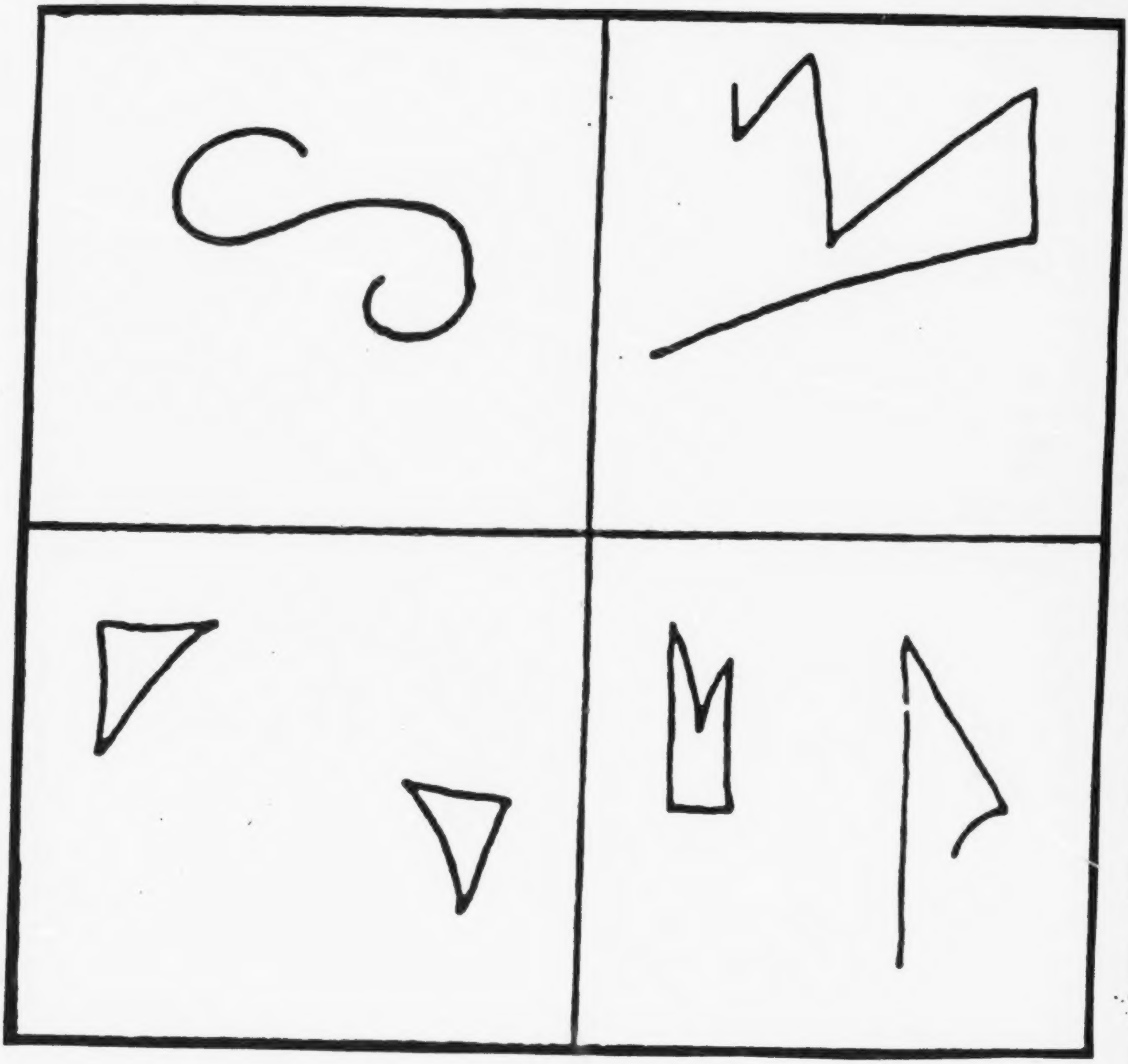
Pretend that you work for a tour company. It is your job to design a travel poster and accompanying travel brochure that will attract tourists to join your tour of China. Use research information and include the outstanding attractions of the country. Arrange your poster creatively!

The space below is for planning and sketching. Use art paper for your finished product.

Originality... Elaboration...

ELABORATION: Adding details.

Turn each box into a drawing about China.
HINT: Remember the slide program.



CREATE A PICTURE POST CARD

Pretend that you and your family are traveling around China. You have just visited The Great Wall. Send a picture post card to a friend back home, describing the experience in words on the message part, then draw a picture of your impressions.

Draw your picture here

Stamp

Write your message

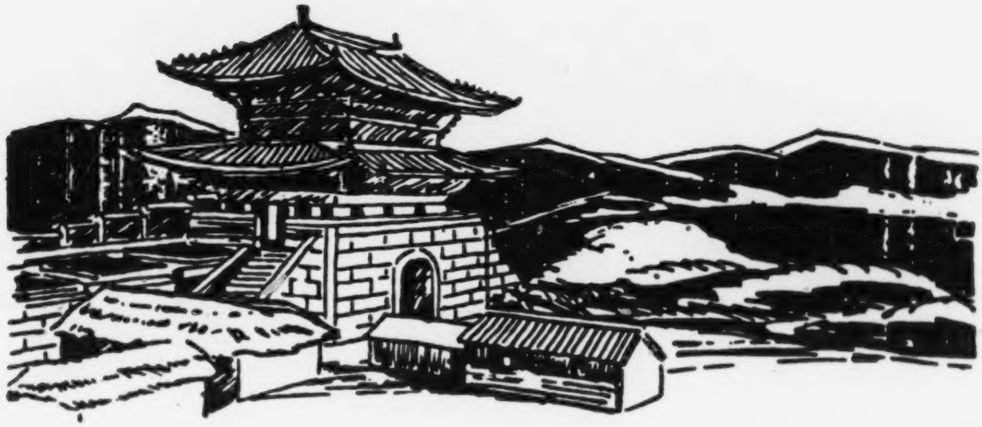
Write the address

35

VERBAL FLUENCY

CREATE . . . CREATIVE . . . CREATIVITY . . . CREATIVENESS . . .

Use your creative powers to write a poem about CHINA in the space below. Remember the four components of creativity: FLUENCY, FLEXIBILITY, ORIGINALITY and ELABORATION.



Beijing Bicycle Brigade

Early in the morning, as Beijing awakes,
The bicycle brigade slowly pulls up its stakes.
Moving into position on sidewalk and street,
Hungry people soon arrive, for everyone must eat.

Cleverly constructed, a flat bed, over the rear wheel.
Serves as a kitchen, where food is cooked with zeal.
Can also be a bakery for rolling dough and frying treats
In fact, looking closely, you'll see all kinds of eats!

For it doubles as a restaurant, people sit on mini-stools.
And slurp big bowls of steaming soup,
Chop sticks their only tools.

Dumplings, noodles, won ton and tea,
How they manage it all on a bicycle is well beyond me!

From our bus window we see the most amazing sights.
Boxes piled up to the sky,
Trash and garbage stacked so high.
Even refrigerators go by,
On bicycles! Yes, I wouldn't lie.

Life in Beijing could not exist
If the amazing bicycle didn't persist.
It is my single most indelible impression
Of a country known mostly for human oppression.

by Patricia Flores
September 4, 1994

LOTUS BUDS

If these shoes could talk, what might they say?
Would they tell of happy times,
Or lament each passing day?
Soft and pink, dainty and small,
Yet weeping and sighing
Mar their young maiden's call.

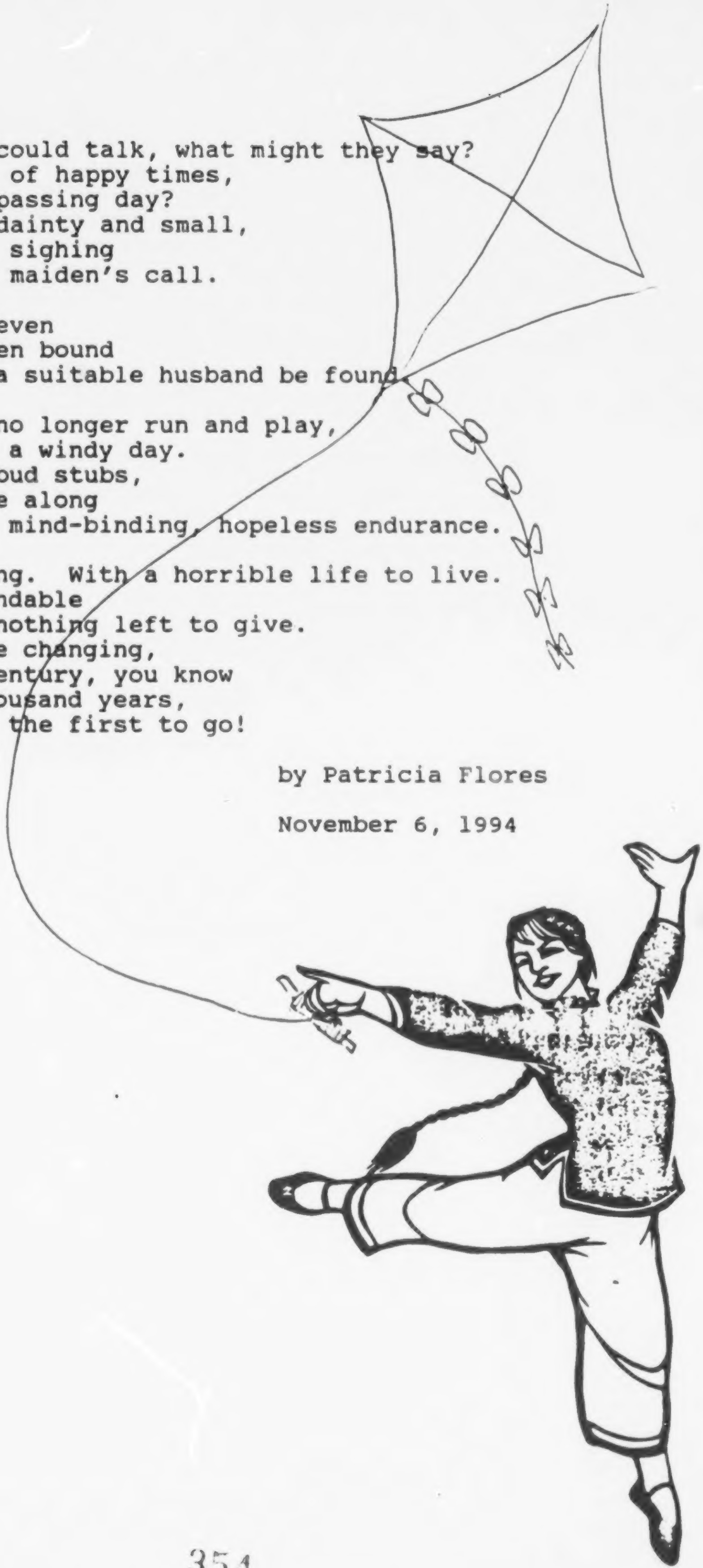
As a child of seven
Her feet had been bound
To insure that a suitable husband be found.

That child can no longer run and play,
Flying kites on a windy day.
Now with lotus bud stubs,
She must stumble along
Foot-crippling, mind-binding, hopeless endurance.

Woman. A nothing. With a horrible life to live.
She became expendable
When there was nothing left to give.
Slowly times are changing,
It's the 20th century, you know
So after one thousand years,
Bound feet were the first to go!

by Patricia Flores

November 6, 1994



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Mapping the Five Themes of Geography throughout China

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教师
山

MAPPING THE FIVE THEMES OF GEOGRAPHY
THROUGHOUT CHINA

Introduction: The purpose of this unit is to introduce the People's Republic of China to students through the use of the five fundamental themes of geography. It will also reinforce the understanding of the five themes for the student.

Grade Level: Middle School

Time Needed: Approximately two weeks

Key Ideas:
Location
Place
Human-Environment Interaction
Movement
Region

Skills:
Map Reading
Categorization
Classification
Cooperation
Interpreting data

Materials:
Copies of the unit worksheets
World maps, especially laminated desk maps
Maps of China
World atlases
Pictures from books and magazines of life in China
Poster of "The Five Themes of Geography"
Colored pencils

Background: The Five Themes of Geography

Location
The position of a particular place or the relationship of one place to another.

Place
The special physical or human features which distinguishes it from other places.

Human-Environment Interaction
The relationship between humans and the environment.

Region
Areas which are defined by unifying characteristics, either physical or human.

Movement
The mobility of people, goods, and ideas.

Purpose: This introductory lesson will review the five themes of geography with the students as well as acquaint them with the map of China.

Objectives: The students will answer questions based on the five themes of geography about places on the map of China.

The students will learn the five themes of geography.

Time Needed: One class period

Materials:
Large map of China
Student atlases or desk maps with China on them
Poster of "The Five Themes of Geography"

Procedure: Introduce students to the large map of China. Have students find China on their desk maps or in the atlases. Review the five themes of geography with them using the poster. Call students, either singly or in pairs, up to the large map of China. Using a pointer, randomly point to various places in and around China. Have students at their desks find these places on their maps as well. Ask each student one of the following questions. After they have answered it, have them tell to which theme the answer relates.

Answer the following questions about the place to which I am pointing on the map of China:

*Is it land or water? (location)

*Where is it? (location)

*Tell something that you know about the place. (place)

*Tell something that you know about the people. (place)

*How is the place connected with other places? (movement)

*Of what region is it a part? (region)

*How does the environment influence the people? (human-environment interaction)

*How do people affect the environment? (human-environment interaction)

Vary the questions to suit the ability of the student answering so that all can feel successful. Discuss the various answers with the students.

3.

LOCATION

Every point on the Earth has a specific location that is determined by an imaginary grid of lines denoting latitude and longitude. Parallels of latitude measure distances north and south of the line called the Equator. Meridians of longitude measure distances east and west of the line called the Prime Meridian. Geographers use latitude and longitude to pinpoint a place's absolute, or exact location.

To know the absolute location of a place is only part of the story. It is also important to know how that place is related to other places. In other words, one must know that place's relative location. Relative location deals with the interaction that occurs between and among places. It refers to the many ways, by land, by water, even by technology, that places are connected.

Purpose: Using the theme of location, students will become familiar with the country of China and with the various cities and landforms of this country.

Objectives: The students will locate the country of China as well as its main cities and landforms using both absolute and relative location.

The students will give map coordinates for various places in China.

Time Needed: Two class periods

Materials:
Worksheet, one copy per student
Maps of China or atlases
Blank maps of China for students to complete
Colored pencils

Procedure: Using the map of China and the atlas, the students will complete the worksheet on absolute and relative location concerning China.

Students will correctly label cities and landforms on a blank map of China.

ANSWERS TO WORKSHEET

1. 53 N
2. James Bay or Hudson Bay
3. 20 N
4. Hawaii
5. 134 E
6. 70 E
7. Beijing
8. 40 N, 116 E
9. Urumqi
10. 34 N, 109 E
11. Mt. Everest
12. Russia
13. Yellow
14. Laos, Burma, Nepal, Vietnam, India or Bhutan (need 3)
15. Pacific
16. Japan
17. east
18. Asia
19. Shanghai

NAME ______________________________

DATE ______________ CLASS ______________

LOCATION

PEOPLE'S REPUBLIC OF CHINA

Using a map of China, your geography book or an atlas, answer the following questions by filling in the blanks.

Absolute Location

1. Give the latitude of China's northernmost border. ______
2. Name a large bay in North America with the same latitude. ______
3. Give the latitude of China's southernmost border. ______
4. Name a U.S. state that has the same same latitude. ______
5. Give the longitude of China's easternmost border. ______
6. Give the longitude of China's westernmost border. ______
7. Name the capital city of China. ______
8. Give the coordinates of the capital of China. ______
9. What city is located at 43 N, 87 E? ______
10. Give the coordinates of the city of Xi'an. ______
11. What famous mountain is found at 28 N, 87 E? ______

Relative Location

12. What country lies to the north of China? ______
13. Name the sea that borders China on the northeast. ______
14. Name three countries that border China on the south. ______ ______ ______
15. Name the ocean that borders China to the east. ______
16. What island nation lies to the northeast of China? ______
17. What direction is Taiwan from China? ______
18. To what continent does China belong? ______
19. What city is located at the mouth of the Yangtze River? ______

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NAME____

DATE____________________ CLASS____________________

MAP OF CHINA

CITIES

Using your atlas or geography book, place a dot on the outline map of China at the location each of the following cities. Label them.

Beijing
Shanghai
Xi'an
Urumqi
Tianjin
Nanjing
Canton
Kunming

BORDERS

Around the border of China, label which countries touch it.

Using a blue pencil trace the boundaries of China that are touched by water.

Label the water bodies.

LANDFORMS

Draw small brown triangles for the Himalaya Mountains. Make a key to explain this symbol.

Using a blue pencil, trace the course of the Yellow and the Yangtze Rivers. Label them. Add this to your key.

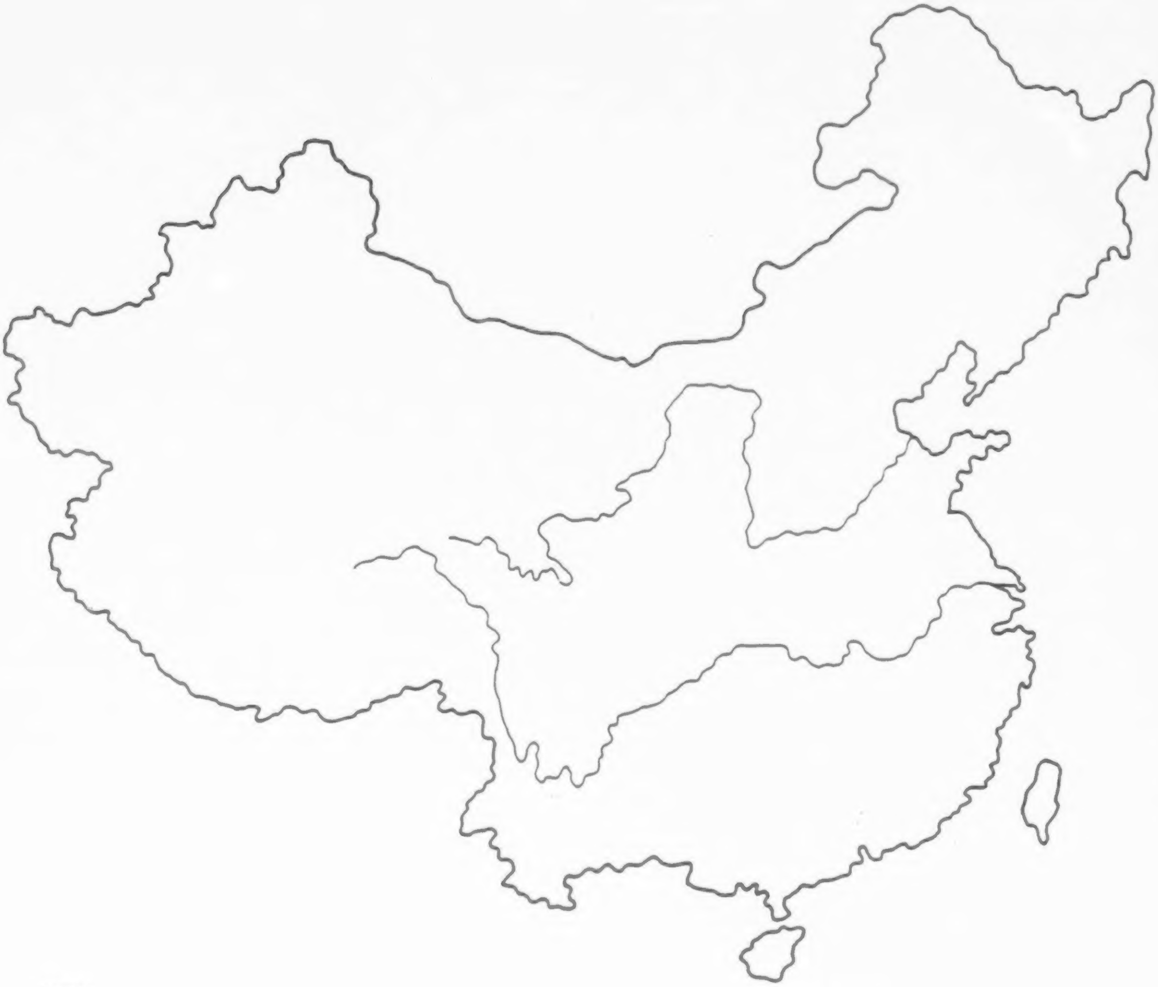
Using the yellow pencil, lightly color the area of the Gobi desert. Add this to your key.

Using the green pencil, lightly color the area of the Manchurian and North China Plains. Add this to your key.

NAME ______________________________ 6.

DATE ______________ CLASS ______________

CHINA



KEY

PLACE

All places have distinctive characteristics that give them meaning and character and distinguish them from other places on Earth. Geographers describe places by their physical and human characteristics. Physical characteristics include such elements as landforms, bodies of water, climate, soils, natural vegetation, and animal life. Human characteristics of the landscape can be noted in architecture, patterns of livelihood, land use and ownership, town planning, and in communication and transportation networks. Languages, as well as political ideologies, also help shape the character of a place. Studied together, the physical and human characteristics of places provide clues to help students understand the nature of places on the Earth.

Purpose: Using the theme of place, the students will become better acquainted with the various features of the country of China.

Objectives: The students will identify various characteristics of China when given a description of that place.

The students will be able to tell whether a characteristic of a place is a human or a physical one.

Time Needed: One class period

Materials: Laminated desk maps of China or atlases
A clue cut from the chain of characteristics for each pair of students.

Procedure: The students will work in pairs to complete the "chain" describing characteristics of the country of China. As each place is identified, the teacher (or a helper) will list it on the board. Once the chain is completed, the students will discuss whether each answer is a human characteristic or a physical one. This will also be written on the board. Students will use maps and atlases to help them with their answers.

CHAIN OF CHARACTERISTICS OF CHINA

Who has the third largest country in the world? (The teacher will start the chain with this one.)

I have China. Who has the tallest mountains in the world which are in China?

I have the Himalayas. Who has the symbols found on the Chinese flag?

I have yellow stars on red. Who has the population of China?

I have 1,094,700,000. Who has the capital of China?

I have Beijing. Who has the main political party of China?

I have Communist. Who has the monetary unit of China?

I have a yuan. Who has the size in square miles of China?

I have 3,718,782. Who has the highest point in China?

I have Mt. Everest. Who has the climate in which most of China is found?

I have the temperate zone. Who has the main agricultural product from the south of China?

I have rice. Who has the northern desert of China?

I have the Gobi. Who has the river that has Shanghai at its mouth?

I have the Yangtze or Chang River. Who has one of the greatest of China's manmade structures? It can be seen from outer space.

I have the Great Wall. Who has name of the great winds that bring heavy rains to China's southern region?

I have the monsoons.

CHAIN OF CHARACTERISTICS OF CHINA

(ANSWERS)

China - human characteristic

Himalayas - natural characteristic

yellow stars on red - human

1,094,700,000 (people) - human

Beijing - human

Communist - human

yuan - human

3,718,782 (square miles) - natural

Mt. Everest - natural

temperate zone - natural

rice - natural

Gobi - natural

Yangtze or Chang River - natural

Great Wall - human

monsoons - natural

HUMAN=ENVIRONMENT INTERACTION

The environment means different things to different people, depending on their cultural backgrounds and technological resources. In studying human-environment interactions, geographers look at all of the effects, both positive and negative, that occur when people interact with their surroundings. Sometimes a human act, such as damming a river to prevent flooding or to provide irrigation, requires consideration of the potential consequences. The construction of the Hoover Dam on the Colorado River, for example, changed the natural landscape, but it also created a reservoir that helps provide water and electric power for the arid Southwest. Studying the consequences of human-environment interactions helps people plan and manage the environment responsibly.

Purpose: Through the theme of human-environment interaction, students will come to understand how humans affect their environment as well as how the environment affects human lifestyles.

Objectives: The students will list ways that people affect their environment. They will explore ways to improve the environment by changing human behavior.

The students will read about and map the site of the proposed Three Gorges Dam in China. They will draw

this area on a map.

The students will list the positive and negative affects on the area if the dam is not built and also what will happen if it is built.

Time Needed: Two class periods

Materials: Articles on the Three Gorges Dam.
Maps of China and atlases
Blank maps

Procedure: Have students list ways that people affect their environment every day (for example, driving cars, using water, disposing of garbage, smoking cigarettes). Have students discuss which activities are more harmful or more helpful to the environment. Discuss the findings and have students suggest ways that people can change their behavior and improve their environment.

Have students read the articles on the Three Gorges Dam project. On a blank map of China, instruct the students to draw the rivers involved. Have them plot any nearby cities. Then they should draw in the dam and reservoir site. On the worksheets have them list what would happen if the dam is not built. Then have them list the affects of the dam project. Relate this to this theme.

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NAME____ 11.

DATE____________________ CLASS____________________

THE THREE GORGES DAM

KEY

NAME ______________________________

DATE ______________ CLASS ______________

THE THREE GORGES DAM

A. List what will continue to happen if the Three Gorges Dam is not completed.

B. List what will be the affect of the Three Gorges Dam when it is completed.

C. What adaptations will the people of this area need to make once the dam is completed?

"The Yangtze's Gorges"
Kristof, Nicholas D.
New York Times, 14+ (Sec. 5) Oct. 10, '93

The Three Gorges, which extend 120 miles along the middle reaches of the Yangtze River in central China, attract many tourists, but some fear that a huge dam that is just beginning construction will flood the area and destroy the scenery. The writer describes a river trip aboard the cruise boat Yangtze Paradise.

"River of Memory"
Pan, Lynn
Travel Holiday, 176:56-67+ Feb. '93

China's majestic Yangtze River rises from glaciers in Qinghai and rolls 3,960 miles eastward, emptying into the East China Sea at the city of Shanghai. No other river in the world combines such beauty and danger. Swelled by melting snows and monsoon rains, the river has unleashed killer floods that have cost perhaps 500,000 lives in this century. At the same time, it is a sublime, almost mystical force that painters and poets have celebrated for 20 centuries. The most vivid section of the Yangtze is the 126 mile span through the fabled Three Gorges. China's rulers have launched a controversial plan to create a huge dam at the largest of the gorges, aimed at controlling the floods and creating the world's largest hydroelectric system. The writer describes a cruise he took down the Yangtze River and offers information on booking such cruises.

"Dam Right - or Wrong?" (Three Gorges Project)
Evans, Eleanor Ridge
Travel Holiday, 176:65 Feb. '93

China plans to harness the Yangtze River with the Three Gorges Dam. The dam, which will take almost 20 years to complete, will be 1.3 miles long and 610 feet high and will raise the water level 560 feet, creating a reservoir 360 miles long and enough power to run the world's largest hydroelectric plant. The dam is designed to boost the economy, provide environmental-friendly energy, control the Yangtze's floods, and make the river easier to navigate. Critics charge, however, that the dam will sit on an active fault line that could trigger an earthquake.

"The Long River"
Shaplen, Robert
The New Yorker, 64:38-40+ Aug. 8 '88

The writer describes a trip to China that he and his wife took last fall to visit places where they once lived and to explore by boat the Three Gorges area of the Long River - known as the Yangtze to Westerners - between Chongqing and Yichang. Three Gorges has been tentatively chosen as the site of a new dam that, if constructed, will be the largest in the world. It would create abundant sources of hydroelectric energy, would upgrade methods of flood control, and would simplify navigation, particularly around Chongqing. It would also cause ecological and environmental problems. The dam would diminish the grandeur of the gorges and submerge several historic towns and archaeologic sites. The Chinese government hopes to have the dam completed by the year 2000.

REGIONS

A basic unit of geographic study is the region, an area on the Earth's surface that is defined by certain unifying characteristics. The unifying characteristics may be physical or human or cultural. In addition to studying the unifying characteristics of a region, geographers study how a region changes over time. Using the theme of regions, geographers divide the world into manageable units for study.

Purpose: This lesson on regions will help the students to better understand the various climates found in China. When this information is combined with the landform regions, the students will better understand what life is like in China.

Objectives: The students will complete two maps, one showing the three main climate regions of China, and the second showing the main landform regions as well as rivers.

The students will compare the two maps and choose one region about which to write, describing what life is like in this region and telling why that is so.

Time Needed: Two to three days.

Materials: Atlases showing climate regions and landforms.
Blank maps of China
Colored pencils

Procedure: After discussing the theme of regions, the students will make two maps, one showing climate regions and the other showing landform regions. Once the maps are completed, the students will compare the two and choose a region about which to write. They need to describe the chosen region explain why this is indeed a region.

The three main climate regions are:

- The monsoon district in the southeast
- The arid northwest
- The cold, alpine north

The main landform regions include:

- The Manchurian Plain
- The North China Plain
- The Gobi Desert
- The Takla Makan Desert
- The Plateau of Tibet
- The Yunnan Plateau
- The Himalayas

The main rivers include:

- The Yangtze or Chang River
- The Yellow or Huang River

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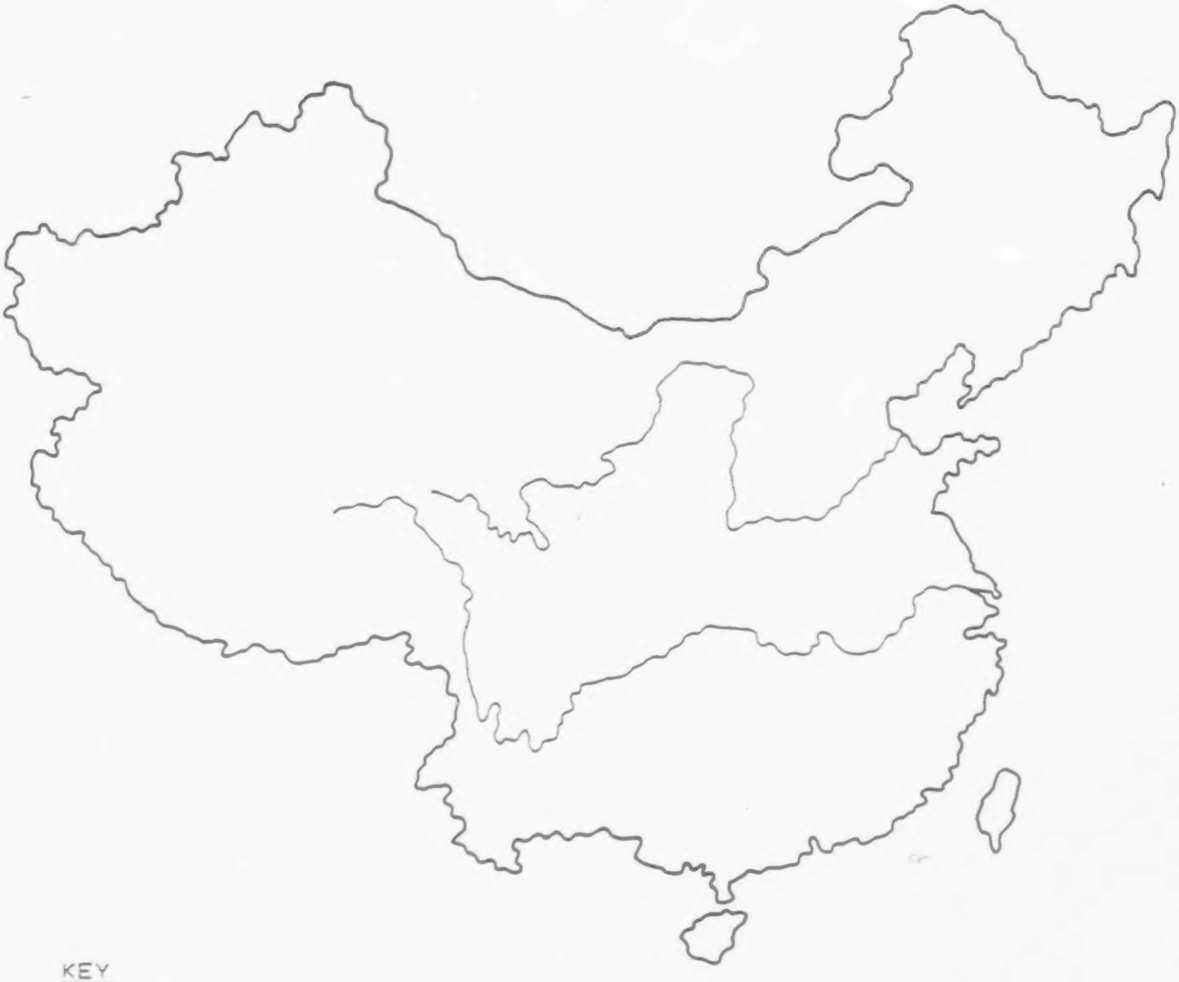
DATE____________________ CLASS____________________

THREE MAIN CLIMATE REGIONS



KEY

NAME____

DATE________________________ CLASS______________________

LANDFORM REGIONS

KEY

MOVEMENT

People interact with other people, places, and things almost every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.

Students should be able to recognize where resources are located, who needs them, and how they are transported over the Earth's surface. The theme of movement helps students understand how they themselves are connected with, and dependent upon, other regions, cultures, and peoples in the world.

Purpose: Using the theme of movement, the student wills better understand how the world is interconnected.

Objectives: The students will complete a map worksheet which shows how one item, a bicycle, can be a product of the movement of goods around the world.

The students will list as many items as possible, found both at home and in the classroom, that were made in China.

Time Needed: One class period

Materials: Worksheets, one per student

Procedure: Discuss the theme of movement with the students. Then have them complete the worksheet on "Bikes and World Trade". Discuss how important the bicycle is to movement in China.

Next have students list as many thing as possible that they can find that have a label saying, "Made in China". Have them theorize what things might be made in the U.S.A. and sent to China.

NAME ____ 19.

DATE ____________________ CLASS ____________________

BIKES AND WORLD TRADE

Bicycles are a very popular mode of transportation in China. Did you know that people from across the world work to create some types of bicycles? Parts from many different countries are sometimes shipped to a factory where they are assembled into a bicycle.

What types of transportation are used to send products from place to place?

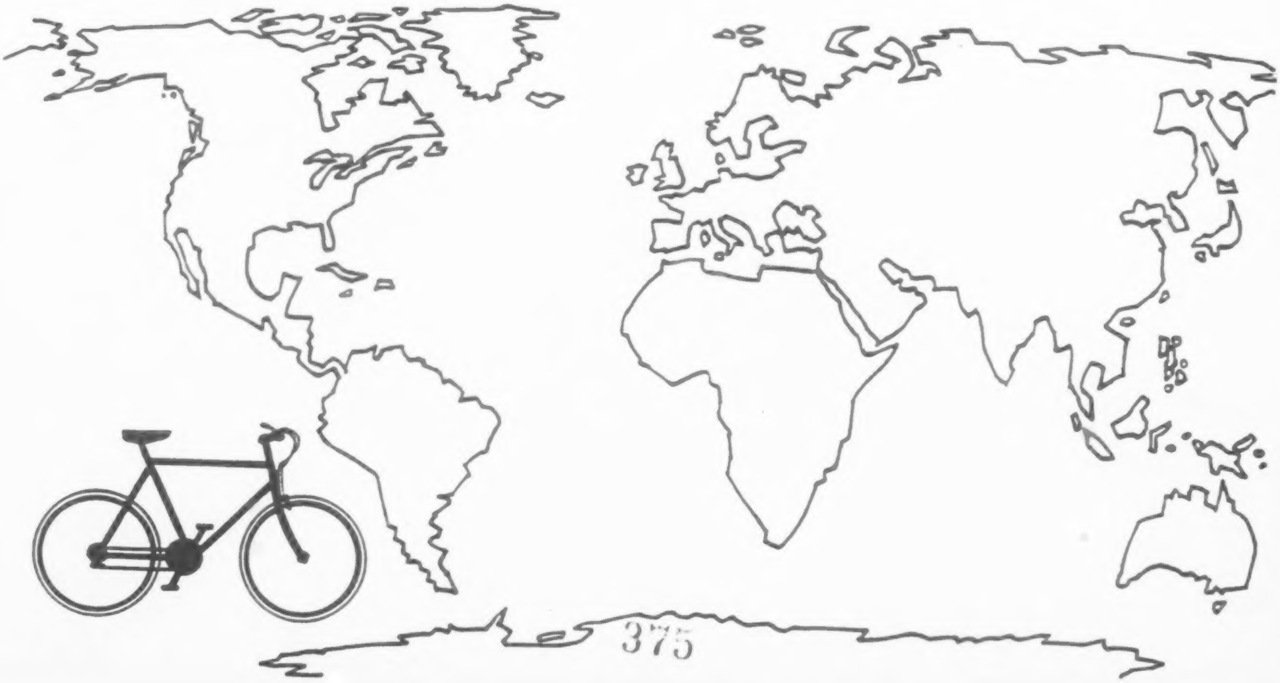
____

____

Bicycle parts are produced in many different countries. If you have a bicycle, parts of it may have been manufactured in the country or countries listed below.

brakes - Japan
grips - United States
crank and chain - Japan
frame- England, Italy, France, Japan, Taiwan or United States
handlebar - Japan
tires and rim - Taiwan
seat - Italy or United States

On the picture below, draw lines from the bicycle parts listed above to the country or countries where it may have been made.



"MADE IN CHINA"

Look around your home and your classroom. Inspect labels and tags. How many things can you find that are made in China? List them below.

What thing might be made in the U.S.A. and sent to China?

CHINA

PROJECTS AND ACTIVITIES

Patricia A. Hardy
Castleberry High School
Fort Worth, Texas

DRAGONS

Compared to Western dragons, Eastern dragons are quite small. Their bodies are long, and they have two horns for ears. They have no wings, and their soft breath is said to form clouds. They do not roar; instead they make the sounds of beating gongs and jingling bells. Chinese dragons dine on sparrows. They live wherever there is water. They are kind and wise friends of human beings.

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TABLE OF CONTENTS

1. **Timeline Project** (3 pages)
2. **ABC'S Book of China** (1 page)
3. **Dam Dilemma** (2 pages)
4. **The Chinese Language** (5 pages)
5. **Political Cartoons** (5 pages)
6. **Crossword Puzzles** (4 pages)

IN THIS PACKET YOU WILL FIND SEVERAL ACTIVITIES OR MINI-LESSONS ON CHINA. THESE ARE USED IN WORLD GEOGRAPHY, WORLD HISTORY OR GENERAL SOCIAL STUDIES. THERE ARE ACTIVITIES APPROPRIATE FOR GRADE LEVEL 6-12.

TIMELINE PROJECT

One way to obtain a proper perspective on a time period in history is to create a timeline. I like for my students to take the basic timeline dates and then enhance the timeline with the use of a technique called mind-mapping. Mind-mapping calls for the students to extend the timeline by decorating with slogans, symbols and drawings which relate to the events.

The use of unlined typing paper, placed end to end and connected with clear tape is a simple format.
This timeline will fold easily and seems to be the simplest procedure. By no means is this the only way to do the timeline. Some very creative designs have resulted once the basic concept is grasped.

The project will be graded on creativity, originality, accuracy and neatness. The use of color is a key component in mind-mapping.

CHINA: TWENTIETH CENTURY TIMELINE

The following are some of the key dates of the 20th Century for China.
Please create a timeline which would include all of the dates and elaborate on each decade with the mind-map technique.

Please use one sheet of typing paper to demonstrate one decade. Place them end to end and connect with clear tape.

Your very first page will be a cover page thus will need to have the title and be decorated in a Chinese motif. On your last page, 1990-2000, you will be free to make an educated guess about the future of China. On the back of the last page please put your name and period.

The project will be graded on creativity, originality, accuracy, and neatness. The use of color is a key component in mind-mapping.

Some color notations for China:
red-good luck and is sued as a holiday and wedding color
blue-is the color for little girls
black-is the color for little boys
white-means mourning

CHINA TWENTIETH CENTURY TIMELINE

1910	Throughout this decade China was ruled by the Manchu Dynasty
1911	Revolution, end of the monarchy, Republic of China, Sun Yat-sen elected provisional president
1921	Chinese Communist Party founded
1925	Dr. Sun Yat-sen dies
1927	Chiang Kai-shek turns against Communist and peasants, Mao Zedong leads Red forces into mountains
1928	Chiang Kai-shek in control of most of China
1932	Japanese invade, Chiang Kai-shek attacks Communist rather than resist the Japanese
1945	Japanese driven out of China
1946	Civil War (Nationalist vrs. Communist)
1949	Mao proclaims the Communist state-The People's Republic China
1958-59	Great Leap Forward
1966-76	Cultural Revolution
1972	President Nixon visits the People's Republic
1976	Mao Zedong dies
1978	Deng Xiaping emerges as the new leader of China
1979-89	Four Modernizations
1989	Pro-Democracy Movement (Tiananmen Square)
1994	Free-trade agreement signed with the U.S.

ABC'S BOOK OF CHINA

The ABC BOOK OF CHINA is a fun, interactive way to study China. Give each student in the class a letter of the alphabet and a set of instructions. Using the given dimensions, ask the student to draw on the paper their assigned letter in block form with a word beginning with this letter. For example, P is for panda or X is for Xian. The student needs to write the pronunciation of the word, give the definition, and at the bottom of the page, illustrate the word. After each student has completed their page, compile a book using poster board, cut to book size. Assign students to create or design a book cover, produce a cover page, copyright, and a credit page.

THE DAM DILEMMA

Box 4.3 The Three Gorges Controversy

In April 1992, the National People's Congress approved construction of the Three Gorges hydroelectric project on the Chang Jiang (Yangtze) River as part of China's 10-year development program (1). Approval brought the nation one step closer to realizing a project that has been debated for decades and remains deeply controversial both inside and outside China.

As planned, Three Gorges will be the world's largest and most complex hydroelectric dam. Its capacity, 17 million kilowatts, would top that of the largest dam currently operating by 40 percent (2). Its projected annual power generation of 84 billion kilowatt-hours is equivalent to a coal mine capacity of 40 to 50 million tons per year. The project will supply power mainly to the central China grid of Hubei, Hunan, Henan, and Jiangxi, and to the eastern China grid of Shanghai, Zhejiang, Jiangsu, and Anhui. It will take 15 to 18 years to build and cost (in 1990 prices) an estimated RMB 57 billion ($10.57 billion). Once completed, the dam would be 185 meters high and store 39.3 billion cubic meters of water (3).

The principal advantage of the project is that added power generation is desperately needed to keep pace with China's economic growth. It is estimated that China's power output must rise by 8 percent annually to keep pace with a 6 percent annual increase in gross national product. In practical terms, that means the nation's total 1990 power capacity of 130 million kilowatts must grow to 580 million by the year 2015 (4).

Chinese environmental officials note that the dam would relieve the danger of flooding in the chronically flood-prone middle and lower reaches of the Chang Jiang River valley. In addition, because generating electricity equal to the dam's projected annual output requires burning about 40 million tons of coal, the dam would substantially reduce emissions of sulfur dioxide and carbon dioxide (5).

Shipping coal by rail from the main production bases in Shanxi, Shaanxi, west Inner Mongolia, and Ningxia to Hebei and Henan is obstructed by natural features such as mountain passes. The option of building power plants in coal-producing areas is limited by scarce water resources near the main coal-production areas. Thus by lowering demand for coal, the dam would ease pressure on an overburdened rail transport network (6).

Outside China, the chief focus of opposition to the dam is the International Three Gorges Coalition headed by Green China, a group of Chinese students based in the United States. Other members include the Overseas Chinese Ecological Society, Friends of the Earth, and the Canadian group Probe International. There is considerable opposition within China as well, as evidenced by the fact that about one third of the 1992 National People's Congress either voted against authorizing Three Gorges or abstained (7).

Much of the criticism targets the project's social impact. Chinese officials estimate that the reservoir will partially or completely inundate 2 cities, 11 counties, 140 towns, 326 townships, and 1,351 villages. About 23,800 hectares of cultivated land will be submerged. According to estimates, more than 1.1 million people would have to be resettled, an expensive proposition accounting for about one third of the project's $10 billion cost. Many critics believe resettlement would fail, in light of its scale and the poor record of most other resettlement efforts. The government would construct new towns and urban areas, reclaim wasteland for cash crops, and house the resettlers on nearby hillsides (8) (9).

Concern has also been expressed about the project's ecological impact. The Yangtze dolphin, with a population of about 200 and one of the world's most endangered species, would be further threatened, along with the Chinese sturgeon and many other fish species. The dam and reservoir would destroy some of China's finest scenery and an important source of tourism revenue (10).

Critics have other complaints. The quality of Shanghai's municipal and industrial water could deteriorate as the dam reduced river flow, disrupting the water supply to numerous downstream lakes and destroying the wetland habitat of numerous endangered species such as the Siberian crane. Furthermore, opponents maintain, silt trapped behind the dam would deprive downstream regions and the river's estuary of vital nutrients. Silt buildup behind the dam might also impede power generation (11).

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THE DAM DILEMMA

Identify the pros and cons related to the Three Gorges Controversy:

PROS	CONS
A.	A.
B.	B.
C.	C.
D.	D.

Prioritize the pros and cons of this issue. Place the #1 next to what you think is the most significant pro and the most significant con. Prioritize each column by numbering.

Divide the class into groups and have them research the following dams and create a similar chart of pros and cons:

1. **Aswan Dam-Egypt**
2. **Attaturk Dam-Turkey**
3. **Hoover Dam-U.S.A.**
4. **Kainji Dam-Nigeria**

THE CHINESE LANGUAGE

The most widely spoken language in the world is Mandarin Chinese, the language of over 885 million people. It is the official language of China and the language of China's Han majority. The language does not use an alphabet of letters to write words. Symbols, called characters, are used in place of letters. Words are represented by one or more characters. There are no separate letters or sounds in the Chinese language. Many words have only one character. The language is difficult to read and write. In their first few years of school Chinese children are expected to memorize thousands of characters. In recent years the government has attempted to make the language easier. This new language is called *Pinyin*. The government uses it to communicate news reports to other countries.

CHINESE PLACE NAMES

PINYIN	PHONETIC	MEANING
An	(ahn)	peaceful
Zhe	(juh)	bore
Qing	(ching)	bluegreen
Chong	(jung)	middle
Hai	(hi)	sea
Hei	(hey)	black
He	(hoe)	river, stream
Xia	(she-ah)	summer
Huang	(hwahang)	yellow
Hui	(way)	honor
Hu	(hoo)	lake
Gan	(gan)	pleasant
Jing	(jing)	capital
Jiang	(jee-ong)	river, frontier
Guang	(gwong)	wide, broad
Gui	(gway)	honorable
Liao	(lee-ow)	distant, far
Ling	(ling)	range
Long	(loong)	dragon
Nan	(non)	south
Ning	(ning)	peace
Bei	(bay)	north
Bo	(bow)	slope
Sha	(shah)	sand
Shan	(shahn)	mountain(s)
Shang	(shong)	on
Shaan	(shun)	pass
Xi	(she)	west
Xin	(shin)	new
Su	(sue)	respect
Si	(ssu)	four
Tai	(tie)	terrace
Tian	(te-an)	heaven, sky
Jin	(jin)	ferry, ford
Dong	(doong)	east
Wan	(wahn)	bay
Yun	(yoon)	clouds

Chinese Place Names

On your own paper, translate the following Chinese place names:

Example: Beijing = Northern Capital

1. Yunnan = ______________________
2. Hainan = _____________________
3. Huang He = ____________________
4. Shanghai = __________________
5. Tian Shan = ___________________
6. Nanjing = ___________________
7. Chongjing = __________________
8. Tianxin = ___________________
9. Xian = ___________________
10. Taipei = ________________
11. Taiwan = __________________
12. Why would Taipei not be spelled Taibei? ___________________

THESE ARE CHINESE CHARACTERS WITH ENGLISH EQUIVALENTS

he. . . .	river	河	xi.	west	西
hu. . . .	lake	湖	bei. . . .	north	北
jiang. . .	river	江	hai. . . .	sea (ocean)	海
shan. . .	mountain(s)	山	shang. . .	above (on)	上
dong. . .	east	東	guang. . .	wide	廣
nan. . . .	south	南	huang. . .	brown (yellow)	黃

USE THE CHARACTERS LISTED ABOVE TO MAKE UP YOUR COMBINATIONS. USE THE PROVINCE MAP TO SEE THE GEOGRAPHICAL ORIGINS OF THE NAMES OF VARIOUS PROVINCES.

Shandong______________________________

Jiangxi______________________________

Hunan______________________________

Hepei______________________________

Shanghai______________________________

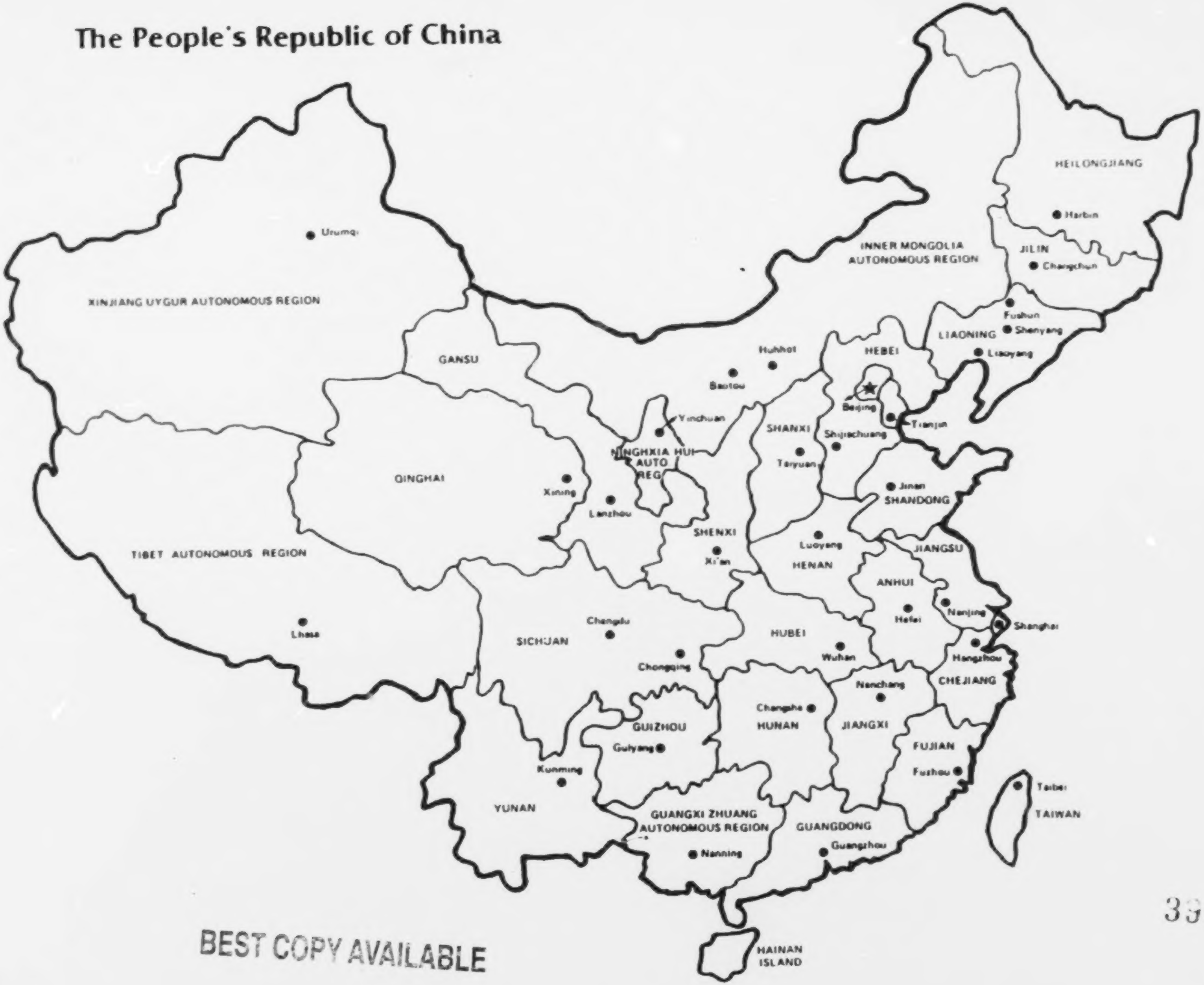
Shanxi______________________________

Guangdong______________________________

Guangxi______________________________

Huangho______________________________

The People's Republic of China



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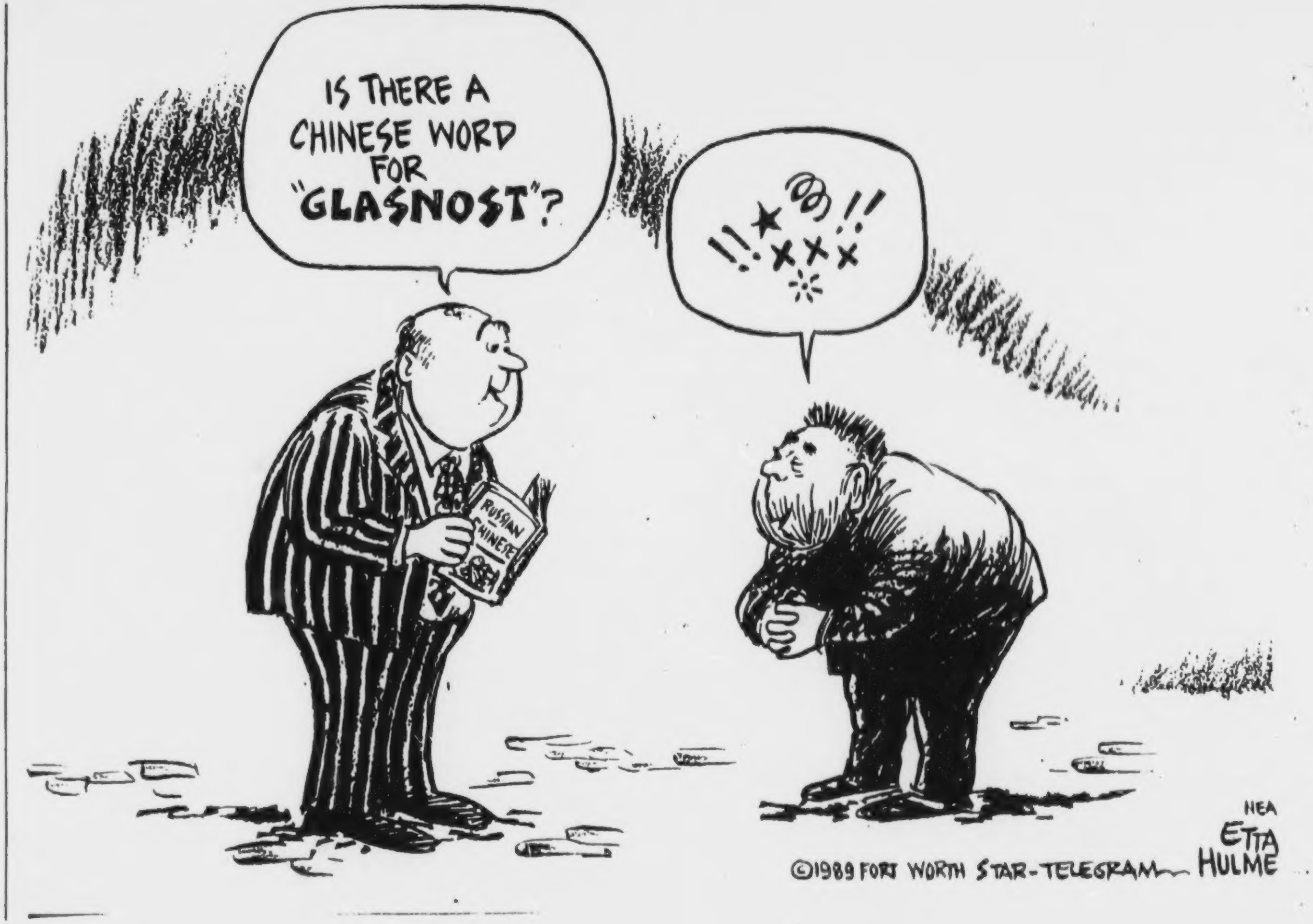
POLITICAL CARTOONS

An old Chinese proverb, a picture is worth a thousand words! Political cartoons are an excellent way to introduce a unit or a concept. They also work nicely as prompts for writing or discussion. I often use the interpretation of cartoons as a part of tests.

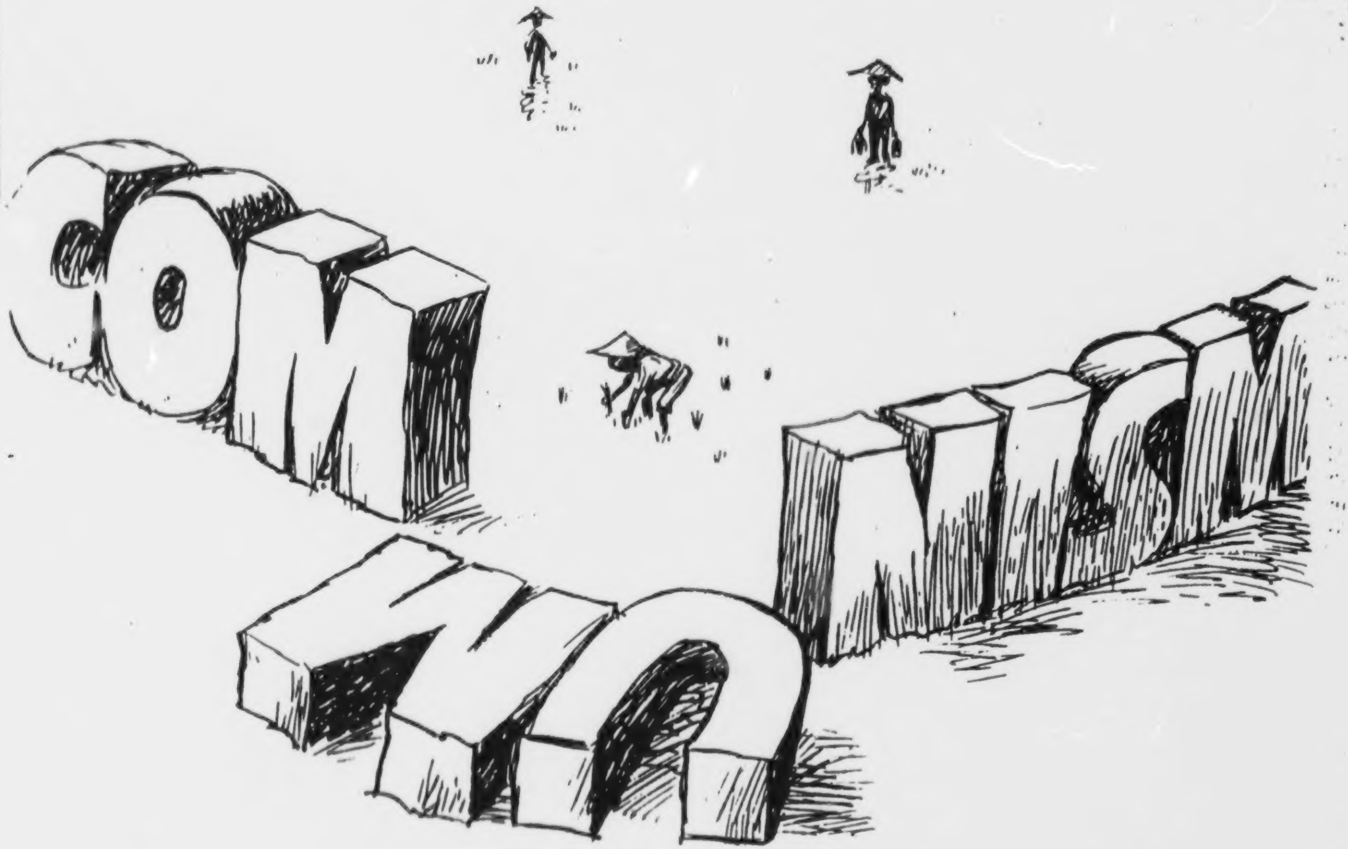


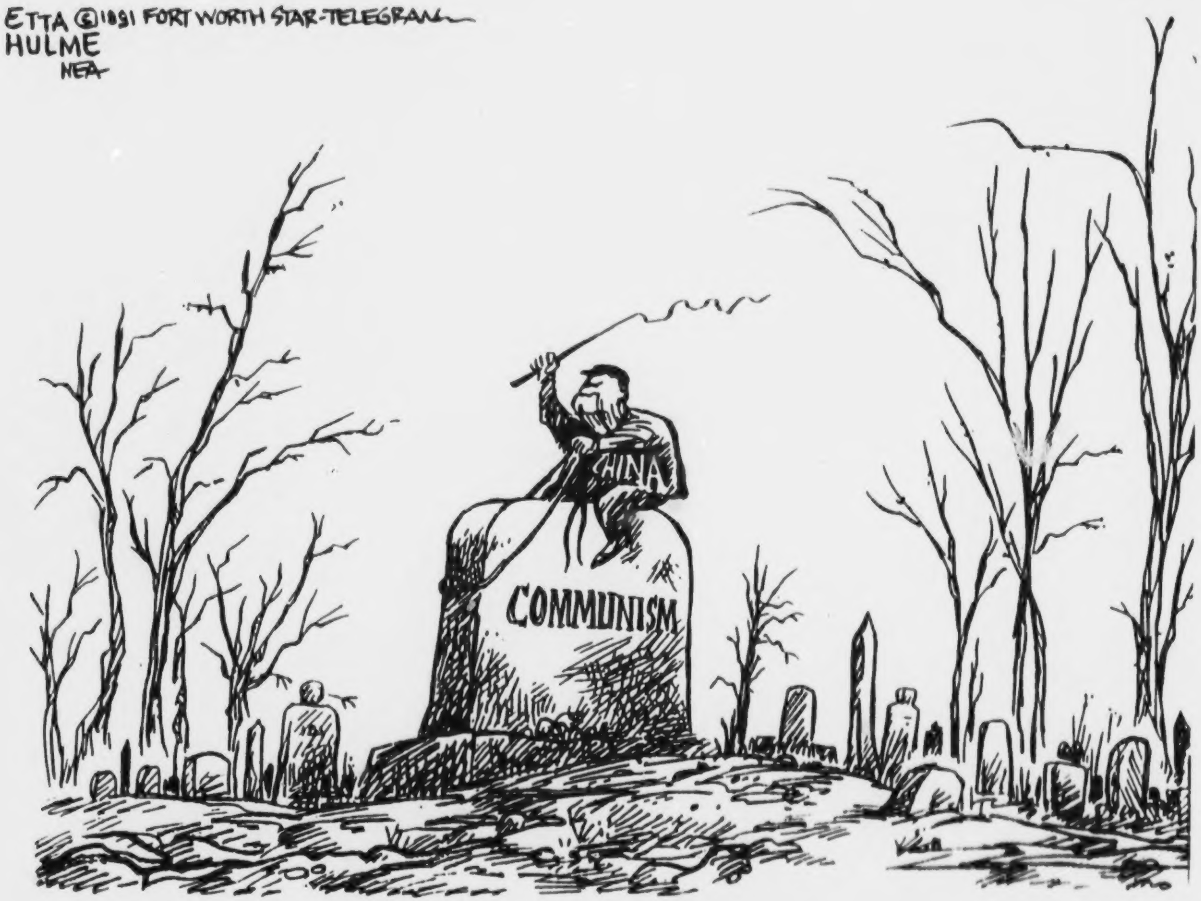
IS THERE A CHINESE WORD FOR "GLASNOST"?
!!★@!! ××× ※
RUSSIAN CHINESE

NEA
ETTA HULME
©1989 FORT WORTH STAR-TELEGRAM

Tuesday P.M., April 25, 1989

©1989 FORT WORTH STAR-TELEGRAM ETTA HULME NEA

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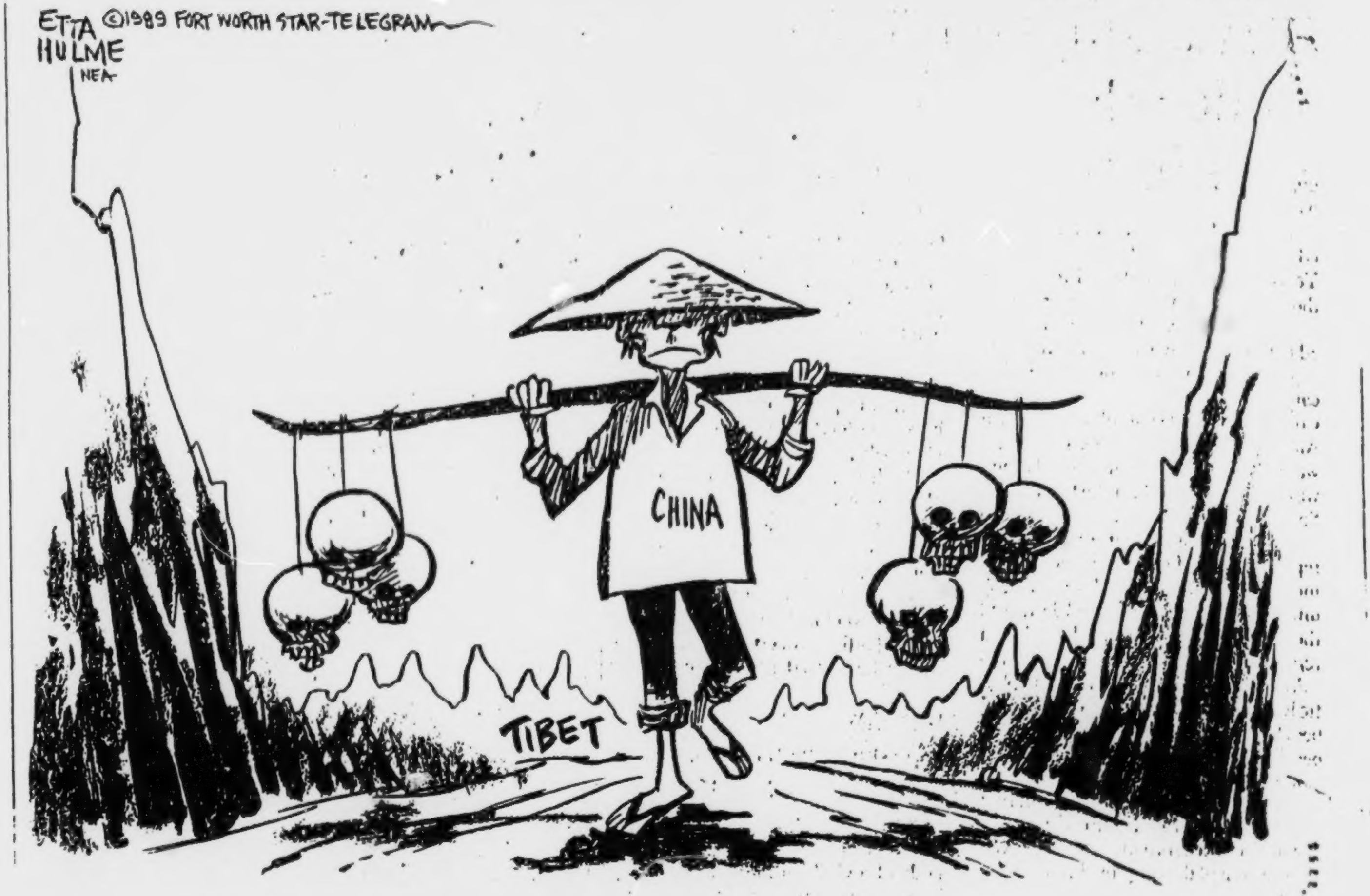
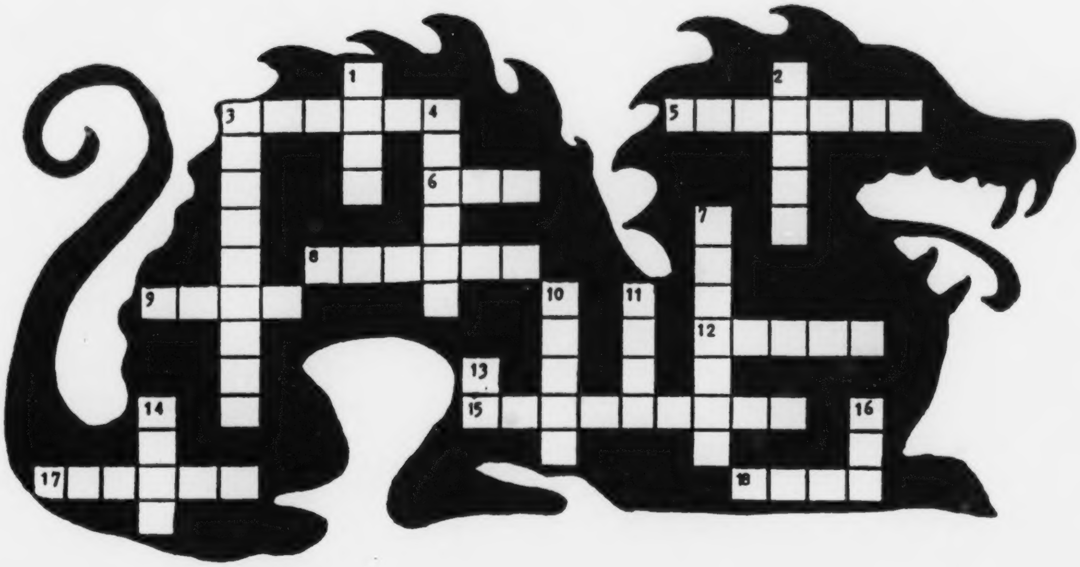
HULME
NEA
CHINA
COMMUNISM

Tuesday P.M., March 14, 1989



CHINA



Across

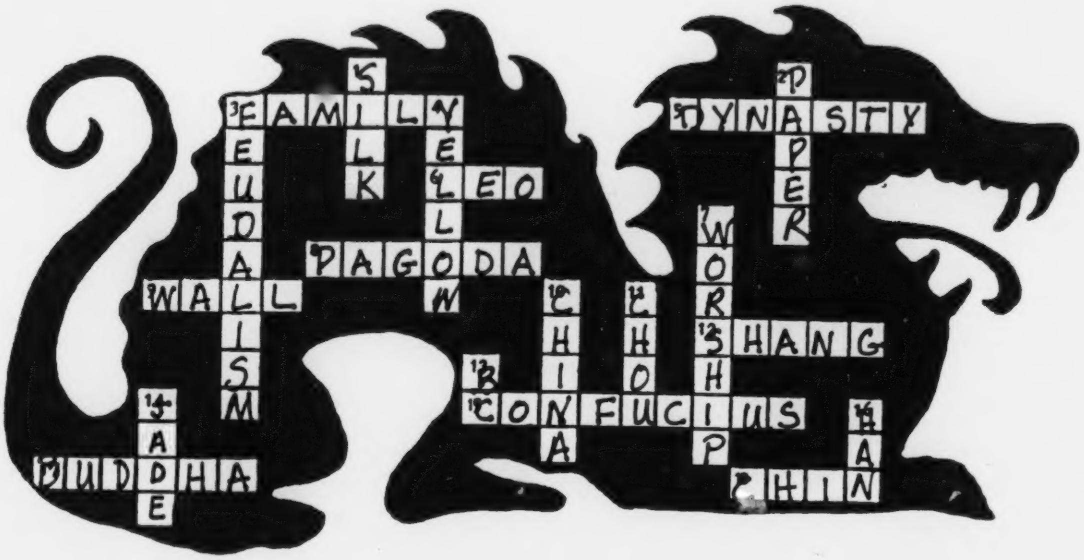
3. Chinese life centered around the ___________
5. Succession of kings from the same family
6. ______-Tse: 6th century B.C. philosopher
8. Many storied, tapered temple
9. Great __________: built as a defense against Tartars
12. ________ Dynasty, 1500-1000 B.C. beginning of China's recorded history
15. Philosopher, 551-479 B.C.: he formulated a code of conduct
17. Founder of Buddhism
18. The word China is derived from ________ Dynasty

Down

1. ___________ worms first cultivated during Hsia Dynasty
2. It was invented in China: 105 A.D.
3. Under ___________ the emperor owned all the land
4. Hwang Ho, or _________ River civilization 4000-2000 B.C.
7. Ancestor _________: homage paid to ancestors
10. The People's Republic of ________
11. __________ Dynasty: longest ruling
13. Before Christ
14. Precious stone found in China
16. __________ Dynasty marked the height of ancient China's power and culture.

CHINA

(Key)



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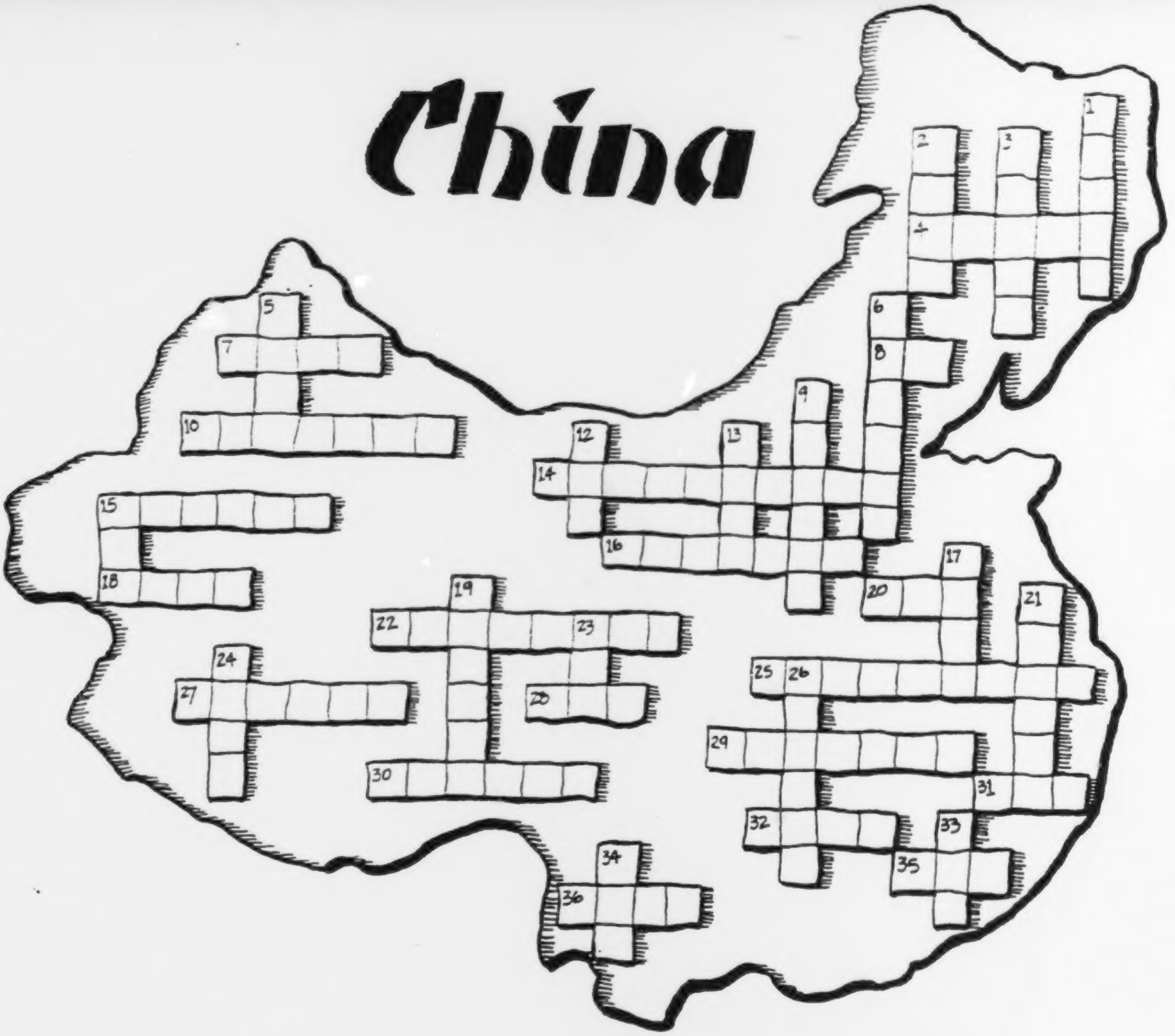


Across

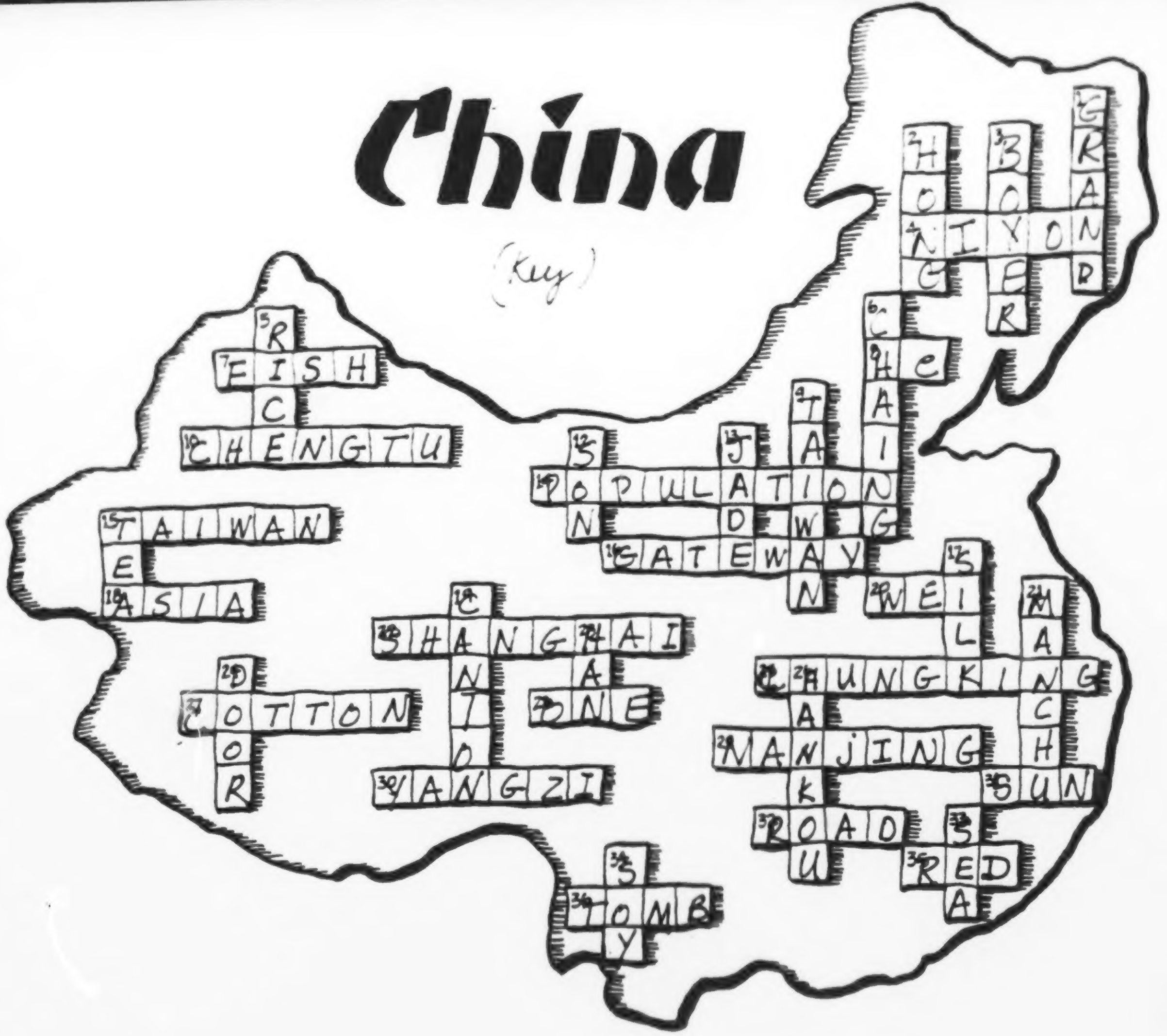
4. U. S. President opened China '72
7. Cormorant: Bird trained to catch ___________
8. Huang ___________
10. Capital of Sichuan Province
15. Sometimes called Nationalist China
16. Lanzhou called "_______________" to China
18. China is located on this continent
20. _________ He, flows into the Huang He
22. China's largest city
25. Popular brand name of American Chinese food
27. ___________ textiles, a chief export
28. China has a ___________ party dictatorship
29. Old Ming capital
30. Chief commercial river
31. Dr. ________________ Yat-Sen
32. Burma _____________: Supply route to China in WW II
35. Color of good luck, common at weddings
36. In Xian, a huge ___________ discovered in 1979

Down

1. _____________ Canal: From Tianjin to Suzhou
2. _____________ Kong: Soon to be reuinted with China
3. _____________ Rebellion: Anti-foreign campaign
5. Main food staple
6. _____________ Kai-shek
9. Formerly called Formosa
12. Chinese emperors are considered to be _________ of heaven
13. Semiprecious stone, popular in China
15. National drink
17. Cloth made from the cocoons of worms
19. Busy port of South China, former name of Guangzhou
21. China's last dynasty
23. ______________ River: Tributary of Yangzi
24. Open _____________ Policy: Equal trade for foreigners
26. Crossroad of steel trade at Han, Yangzi, Xiang Rivers
33. East China ___________ or South China
34. ______________ bean: a staple in the Chinese diet

China

(Key)



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CHINA FOR CHILDREN
A
CURRICULUM PROJECT

submitted for

1994 FULBRIGHT SEMINARS ABROAD PROGRAM
CHINA: TRADITION AND TRANSFORMATION

NILA R. HURLEY
LAFAYETTE, CALIFORNIA
DECEMBER, 1994

INTRODUCTION

As an immigrant to the U.S., I have been fascinated with the study of different cultures and different ways that multicultural children learn and integrate in our society.

For the past six years, at the elementary school to which I am assigned, I have been the project director for a specially funded in-service program which I called "Global Awareness". Its primary goal is to improve awareness of other cultures among elementary school students. This interest in teaching about global awareness and my experiences in the Fulbright Seminars Abroad Program, led to the genesis of my "China for Children" project.

The main goal of "China for Children" is to give the elementary teacher a seven day lesson plan to increase students' understanding of China, the most populous country in the world. I feel that this is an important and relevant project because of the increasing ethnic diversity of U.S. public schools-and because of the role that the Pacific Rim will play in our emerging and diverse population.

During my time in China on the Fulbright seminar, I sought out materials and visual aids that would bring to life China's rich cultural history for students. These items help form a catalyst for class lectures and discussions. After returning from China, I divided the items I had collected into two kits or boxes: "China for Children, Box 1" and "China for Children, Box 2".

Included in Box 1 are books selected from the bibliography, as well as maps, pamphlets, videos, slides and tapes to be used in teaching the seven lessons.

In box 2 are artifacts such as bound shoes, miniature reproductions of Terracotta Warriors, a Chinese flag and currency, as well as Chinese herbs and spices. As children are visual learners, I included in this box as many items as possible to make the lessons come to life. Also in Box 2 are a traditional woman's dress, bicycle bells, chopsticks, josh sticks and incense. And to round out the collection there are Chinese comics, toys and a Mc Donald's menu from Beijing!

Day 1 starts with teaching children the location and geography of China.

Day 2 is a comparison of the population and geography of China and the United States. Most students here have a hard time comprehending the immensity of China's population problem.

Day 3 and Day 4 give overviews of China's history. Marco Polo's voyage will be discussed and the story of bound shoes will be introduced. Hopefully, there will be animated discussions about Chinese traditions and customs, and also about the transformations taking place at all levels of Chinese life.

Day 5 will deal with the educational system in China.

Day 6 will be devoted to reading and discussing selected sections from a variety of materials from the bibliography.

Day 7 will deal with Chinese immigration to California with special emphasis on the "sojourner" nature of that immigration. Also emphasized will be the hardships faced by these immigrants.

It is my hope that because of my project, many more students will learn about the mysteries, joy, hope and problems that you find in China today. In particular, I hope that through learning about Chinese history and culture immigrant children will cherish their own traditions, rejoice in their differences and appreciate our American tradition of diversity.

Nila R. Hurley
Lafayette, California
December, 1994

CHINA FOR CHILDREN
DAY I. GEOGRAPHY

I. Briefly explain what knowledge, attitudes, or skills the students are to gain from the lesson.

1. Students will know the location of China on a globe.
2. Students will gain understanding of area, land forms, rivers, resources and languages of China.

II. List the materials that will be used during the lesson.

1. World Map and Globe
2. Slides: Beijing, Guilin, Shanghai
3. Video-"Modern China"Chinese Embassy, San Francisco, 1994

III.Describe the activities involved in the lesson.

1. The teacher will familiarize the students with the location of China using maps, globes and atlases.
2. Show the video-" Modern China".

IV. Estimate the time needed for the lesson.

1. A single hour-long lesson.

V. Explain how a teacher is to determine whether the purpose described in # 1 has been accomplished.

1. Students will be able to locate China and its main cities on a globe.
2. Students will write a paragraph about their impressions of China, including their opinion as to which slide impressed them the most and why.
3. They must also respond to the question whether or not they would like to visit China someday and why?

CHINA FOR CHILDREN
DAY II. A COMPARISON OF CHINA AND THE U.S.A.

I. Briefly explain what knowledge, attitudes, or skills the students are to gain from the lesson.

1. The students will be able to compare and contrast the geography and population of the U.S. and China.
2. Students will gain an understanding of world population so that comparisons between that of China and the U.S.A. will be facilitated.

II. List the materials that will be used during the lesson.

1. Maps, globes, and atlases.
2. Prepared lesson notes teaching "What is 5 billion?", also, what is the connection between population and environmental concerns?
3. "Monopoly" money.

III. Describe the activities involved in the lesson.

1. Teacher compares the size of the U.S.A. and China and discusses the population of both countries.
2. Teacher leads the class in a discussion on "How much is a billion".
   - a.) A stack of U.S. currency one inch high will contain 233 bills. If you had a million dollars in thousand dollar bills, how high would the stack be?(4.29 inches high). If you had a billion dollars in thousand dollar bills, how high would the stack be?(357 feet or almost the length of a football field).
   - b.) Using "Monopoly" money have the students stack the money in inch high stacks. Have them figure out how many inches there are in 357 feet.
   - c.) Talk with the students about how old they would be if they were a million seconds old.(11.6 days). Then discuss how old they would be if they were a billion seconds old(31.7 years).
   - d.) Discuss how many words there are in the Encyclopedia Britannica(about 44 million words). Then go on to discuss how many complete sets of encyclopedias you would need to get 5 billion words-(over 110 full sets).

IV. Estimate the amount of time needed for this lesson.

1. A single hour-long lesson.

V. Explain how a teacher is to determine whether the purpose described in # 1 has been accomplished.

   1. Have the students write a paragraph discussing the world population and the need to conserve the world's resources.

CHINA FOR CHILDREN
DAY III & IV

I. Briefly explain what knowledge, attitudes, abilities or skills the students are to gain from the lesson.

1. Students will have an overview of the history of China.
2. Students will know about Xian and the terracotta warriors.
3. Students will gain appreciation of China's ancient history and the voyage of Marco Polo.

II. List the materials that will be used during the lesson.

1. Outline of the history of China
2. Slides of Xian
3. Terracotta Warriors
4. Bound Shoes
5. Book-Wild Swans
6. Book-The World's Greatest Explorer-Marco Polo
7. Book-Marco Polo and the Medieval Explorers
8. Book-Xian-Ancient Capital

III. Describe the activities involved in the lesson

1. The teacher gives a brief overview of Chinese history.
2. Show slides and lead class in a discussion of Xian.
3. Share with the class the book Xian-Ancient Capital.
4. Show the students pictures of the terracotta warriors and describe the excavations there.
5. Share with the class the bound shoes, and read excerpts from the book Wild Swans, by Jung Cheng, pages 24 and 25.
6. Share and discuss with the class the following books:
    a.) Marco Polo and the Medieval Explorers, by Rebecca Stepoff
    b.) The World's Great Explorers-Marco Polo, by Zachary Kent

IV. Estimate the amount of time required for the lesson.

1. Two one-hour lessons

V. Explain how a teacher is to determine whether the purposes described in # I have been accomplished.

1. Have the students write a paragraph on what impressed them the most about China's ancient history.
2. Help students re-create clay models of the terra cotta warriors. The models to be no more than eight inches high. Then show what the actual size of most of them was.
3. On a world map, have students trace the route of Marco Polo's travels.

CHILDREN OF CHINA
DAY V & VI

I. Briefly explain what knowledge, attitudes, abilities or skills the students are to gain from the lesson.

1. Students will gain understanding of education and its close relationship to the dynamics of Chinese society.
2. Children will get a brief overview of the Chinese school system
3. Children will read and appreciate books written by Chinese authors.

II. List the materials that will be used during the lesson.

1. Handouts that outline or give an overview of Education in China, showing the various levels.
2. Show video tapes made on location at Chinese schools and colleges during the 1994 Fulbright Seminars Abroad program.
3. Books listed in the bibliography.

III. Describe the activities involved in the lesson.

1. Teacher gives brief overview of education in China and of the Chinese educational system.

2. Teacher tells students about the Fulbright summer seminar in China and shares photos and videos made during the trip.
3. Teacher divides class in teams of two students each and gives a book to each team for reading and discussions.

IV. Estimate the amount of time required for the lesson.

1. Two one-hour lessons.

V. Explain how a teacher is to determine whether the purposes described in # I have been accomplished.

1. Students will be required to write a paragraph about how a United States public school class might be different from such a school in China.
2. Students will be required to present oral reports on books assigned for the lesson. They will be encouraged to present illustrations or dioramas as part of the reports.

SOJOURNERS TO AMERICA
DAY VII

I. Briefly explain what knowledge, attitudes, abilities or skills the students are expected to gain from the lesson.

1. Students will gain understanding of the reasons why the Chinese came to California as sojourners rather than as immigrants.
2. Students will feel the impact of prejudice and of the hardships faced by the Chinese sojourners.
3. Students will compare and contrast the Chinese expectations and the realities of life in California.

II. List the materials that will be used during the lesson.

1. Wall map of the world
2. Portions of the following books will be read in class and assigned for individual reading:

    An Illustrated History of China

    Bitter Melon

3. Copies of maps to illustrate the journey of the sojourners and the principal areas of China from which they came.

III. Describe the activities involved in the lesson.

1. The teacher gives a background of Chinese immigration and the reasons why they came as sojourners rather than as immigrants.
2. The teacher guides the class in making timelines of events that led to the immigration.
3. Students practice locating the various provinces of China.
4. Students will write advertisements encouraging Chinese to come to California.
5. Discuss why location of certain provinces was crucial to immigration.
6. Discuss the conditions of the ocean crossing as they might have been, and have the class write a list of grievances and suggestions for improvements that the captain of the ship could have made.
7. On a world map, draw the route the Chinese laborers took in coming to California.

IV. Estimate the amount of time required for the lesson.

1. Two-one hour lessons.

V. Explain how a teacher is to determine whether the purpose described in # I above has been accomplished.

1. Have the students write a paragraph on why the Chinese came to California as sojourners rather than as immigrants.
2. Show the cover of the book Bitter Melon. Have the students pretend that they are the grandchildren of the man. Ask students to write about what they think he would say about his immigration to California!

VI. Time Line: Sojourners to America

1500
Occasionally, merchants from Europe visit China.

1757
Chinese gov't opens one port, Canton, for trade.

1800
Eng. merchants smuggle opium into China.

1838
Eng. defeat China in "Opium War", take Hong Kong as Eng. colony. More ports(4)opened to foreign trade.

1845
First Chinese contract laborers,"coolies" leave their homeland to sojourn in the U.S.

1856-60
2nd "Opium War"- China defeated gives foreigners right to recruit laborers in China.

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China:

Yesterday,

Today,

and

Tomorrow

J. David Kilpatrick
Decatur High School
Decatur, Alabama

The Fulbright-Hayes Summer Seminars Abroad Program

China: Tradition and Transformation
Summer of 1994
J. David Kilpatrick

project:

This is a hardcopy explanation of the computer-disc Macintosh slide-show program upon which my project is found. The slide-show is designed for students in grades sixth through eighth and for slow to moderate learners in grades up to twelfth.

purpose:

The purpose of this slide-show presentation is to give the student an overview of China, geographically, socially, culturally, economically, and politically. It is designed as an orientation-motivational presentation to provoke further interest in and investigation of China by the student.

title:

CHINA: YESTERDAY, TODAY, and TOMORROW

format:

Macintosh ClarisWorks 3.0 computer disc "slide-show".

objectives:

1. To provide students with general background information necessary for an understanding of China both historically and at the present, as well as to provide students with some thought provoking ideas as to where China may be heading in the future.
2. To stimulate student interest in and understanding of China by providing pictorial imagery as well as text.

3. To present a brief history of China.

4. To present a geographical overview of China.

5. To introduce students to some of the ethnic minorities of China.

6. To introduce students to a few of the famous landmarks, monuments, and historical sites in China.

6. To acquaint the student with a brief discussion of the modern government of China.

7. To introduce the concepts of modernization, economic reform, and "socialism with a market focus".

behavioral goals:

1. Students will learn to analyze and interpret data, text, and pictures.

2. Students will become aware that there are many Chinas: Mythical China, historical China, Modern China, Realistic China, and the China of the future.

3. Students will be able to formulate concepts and images about China not only from pictures and sounds, but also from reading sections of texts and drawing conclusions about what they have read.

4. Students will master new vocabulary gleaned from reading the narrative text.

IMPORTANT!

TO GET YOUR COMPUTER TO OPEN
THIS PROGRAM, YOU MAY
HAVE TO TELL IT TO ACCESS
4,000 K OF MEMORY.

TO DO SO:

1. SELECT (HIGHLIGHT) THE CLARISWORKS ICON

2. PRESS THE "APPLE- " KEY, THEN THE "I" KEY WHILE HOLDING DOWN THE "APPLE- " KEY.

3. CHANGE THE PREFERRED MEMORY SETTING TO 4,000.

THE PROGRAM SHOULD THEN OPEN!

INSTRUCTIONS

BELOW ARE LISTED, STEP-BY-STEP, INSTRUCTIONS FOR USING THE APPLE MACINTOSH COMPUTER-DISC CLARISWORKS 3.0 SLIDE-SHOW PRESENTATION:

☞1. Turn on the computer.

☞2. Insert the floppy disc.

☞3. When the disc icon appears, double-click on it.

☞4. When the "Program" icon appears, double-click on it.*

☞5. The first page of the slide-show is an instruction page. Read it carefully and completely, and follow instructions.**

*

***Be patient, it takes a fairly long time to open.**

**** See the next page for a hard copy of the first page of the program's instructions.**

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To run this Slide-show:

**1. Put arrow
on view at
top of screen.**

INSTRUCTIONS

**2. Click and drag
down to "slide-show".**

**3. Release, then click
on start.**

IN SLIDE-SHOW, PRESS THE SPACE BAR TO ADVANCE

In slide-show, press **Q** TO QUIT, **press the left arrow to go back.**

then click on **DONE**, then click on **FILE** at top and drag down to **QUIT** and release.

CHINA: YESTERDAY, TODAY, AND TOMORROW

BY:

J. David Kilpatrick

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A Macintosh ClarisWorks
3.0
Slide Show

prepared from materials and pictures collected by David Kilpatrick on a 1994 Fulbright-Hayes Seminar *Abroad to China and Hong Kong.*

Sources of information include:

1. Briefing Book on PRC prepared by the National Committee
2. Insight Guides to East Asia by Geoffrey Eu
3. Lectures at Beijing and Guilin Universities

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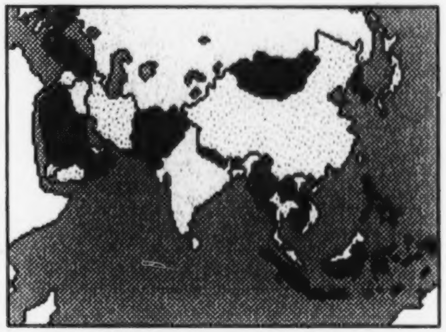
  - **b. Democratization**
  - **c. Human Rights**

GEOGRAPHY

China, or the People's Republic of China as it is officially known today, occupies the eastern half of the continent of Eurasia. It is bordered on the north by the Mongolian People's Republic and Russia, on the West by Russia, Afghanistan, Pakistan and , on the south by India, Nepal, Bhutan, Burma, Laos, and , and on the east by Macao, Hong Kong, the South China Sea, the Taiwan Straits, the East China Sea, the Yellow Sea, North and South Korea, and the Sea of Japan.

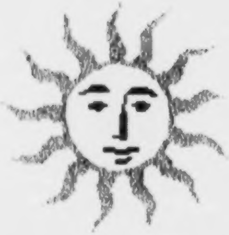


China is shown above as the large **yellow** area and occupies 9.6 million square killometers, or 3,691,502 sq. m. China is the third largest nation on earth with regard to land area and the first largest in population with 1.2 billion people.

Topographically, the country is divided into mountain regions, high plateaus, basin regions, hilly areas and plains. The terrain ranges from the arid desert regions of the Gobi to the lofty heights of the Himalayas to the fertile regions of the Yellow and the Yangtze River valleys. Ninety percent of China's population lives in the eastern region of the country.

Winter climates vary in China from extreme cold in the north to spring-like days in cool evenings in the south.

Summer throughout China is hot and humid, especially in the southern and eastern coastal areas. The heat and humidity are felt in South China from March through November.



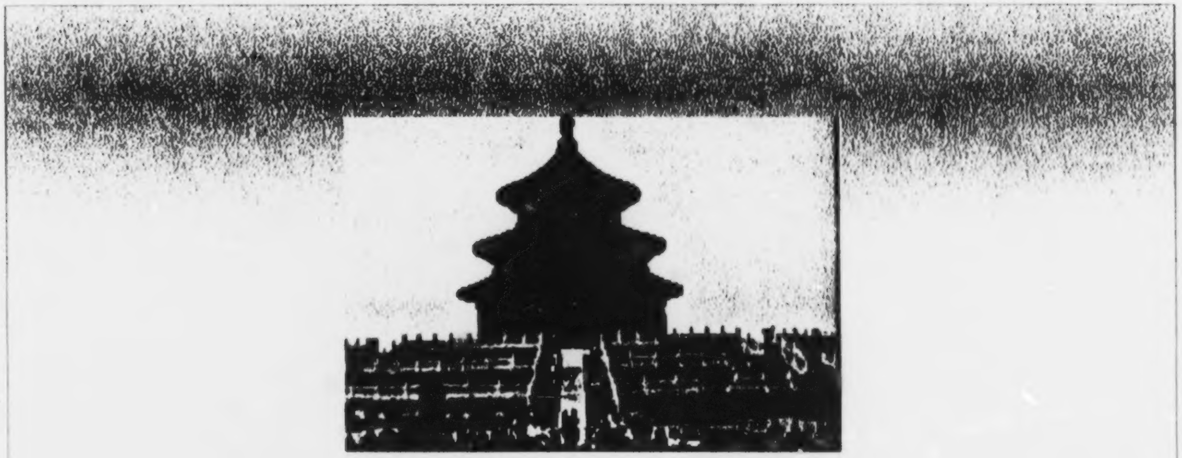
It is difficult to generalize about western China because of the wide disparities in both local conditions and elevation. In the eastern southern mountain ranges, there can be quick and dramatic changes in temperatures.

The following is a list of median temperatures by season and area:

	WINTER	SUMMER	FALL & SPRING
Northeast (Harbin)	0 degrees F	70 degrees F	50 F
North China (Beijing)	23	78	55
Central China (Wuhan)	37	84	62
East China (Shanghai)	38	82	60
South China (Guilin)	57	83	73

Rainfall varies from 25 inches per year in North China (the summer months accounting for about 70%) to nearly 80 inches in the Pearl River area near Hong Kong. Much of western China is semi-arid or arid.

HISTORY



THE TEMPLE OF HEAVEN

ONCE A YEAR THE EMPEROR MADE SACRAFICES AT THE TEMPLE OF HEAVEN FOR GOOD HARVESTS. IT IS LOCATED IN TIANTAN PARK IN BEIJING, CHINA

China's recorded history dates back at least 4,000 years and evidence of human life goes back much farther; perhaps half a million years ago. Sometime during the fourth or third centuries, smaller Chinese tribes began to merge into bigger tribes, and finally into small states. By the time of the Warring States period (481-221 BC), the number of competing states for supremacy had been reduced to seven. The strongest of them was called Q'in.

The Q'in Dynasty (221-206 BC) united the empire in 221 BC. Although the dynasty was in power only a short period of time, they standardized transportation, measurements, weights, coins, and the Chinese system of writing.

The next dynasty was called Han. During their period of power, contact with other cultures increased as caravans began to travel on the Silk Road bringing horses and gold to China in exchange for silk. A new power appeared in the imperial court: the palace eunuchs, castrated males from the lower classes. Originally hired to look after the emperors' wives and concubines, they became important advisors, engaging in palace intrigues and power struggles until 1911, when rule by dynasty ended.

The Han Dynasty fell in 220 AD, and there followed nearly 400 years restoration. Unfortunately, after the second Ming emperor, China, pursuing an isolationist policy, failed to acknowledge and halt the persistent European advance into Asia and China. Ignoring the Western advances into China, the Ming court focused on belligerent threats from northern nomads, and from Japanese pirates and expeditionary armies, consequently China was forced to undergo a long period of foreign domination and exploitation. The Great Wall was reinforced at the expense of the peasantry, and the eunuch paralyzed the imperial court with intrigue. As a result, the Ming Dynasty was overthrown late in the seventeenth century.

At first, invited from Manchuria to oust rebels out of Beijing following the Ming collapse, the Manchus went on to establish the Q'ing Dynasty (1644-1911). By the middle of the eighteenth century, the territory ruled by the Q'ing Dynasty covered over 4.4 million sq. miles.

From the first, the Q'ing followed isolationist policies. By the middle of the nineteenth century, Britain began to smuggle more opium into China because she was jealous of China's monopoly of the tea trade and refusal to import many foreign products. Increasingly short of cash, the Q'ing finally ceased opium imports. The First Opium War (1839-42) was Britain's response. Together with the Second Opium

of war and social division. After a time, a new central government under the Sui Dynasty (581-618) united the country again. The Sui Dynasty was overthrown in an army revolt and replaced by 300 years of the T'ang Dynasty (618-907) which was itself eventually toppled in a long, protracted army rebellion.

Chinese civilization reached its highest point under the Song Dynasty (969-1279) with many impressive developments in agriculture, a refined monetary system using paper money, and extensive trade extending to Africa and the Middle East.

Confucianism became the political and ethical philosophy it is today, and civil servants replaced nobility and land owners as society's elite.

Before long, however, trouble arose in the north where the Mongols under the leadership of Genghis Khan conquered China by 1279. Genghis' grandson, Kublai, made Beijing his capital. The Mongols rule of China lasted less than a century mainly because they never adjusted to Chinese culture.

In the late 1300's the Ming Dynasty (1368-1644) expelled the Mongols and ruled China until the middle of the seventeenth century presiding over a period of social, economic and governmental

war that followed in 1856-60, the two wars forced many concessions from China including the opening of more ports to foreign trade and the exclusion of foreigners from Chinese jurisdiction. By the end of the Second Opium War, British and French troops were in Beijing, and Russian, Japanese and German troops were soon to follow. By 1900, division of China was being threatened by foreign colonial powers.

THE BOXER REBELLION

The Q'ing Dynasty, from Manchuria, was increasingly unpopular with the Han Chinese as merely another foreign power. The so-called Boxer Rebellion (the name comes from Spirit Boxers known as the Righteous and Harmonious Fists) which was a reaction to the continual foreign humiliation and subjugation of China sought to forcibly expel all foreigners--including the Manchu rulers--from China. Foreign troops defeated the Boxers in 1900, strengthening outside domination of China.

Weakened, the Q'ing Dynasty was overthrown in a negotiated abdication in 1911 by a movement led by Dr. Sun Yatsen, working from exile to free China from foreign control, and to replace the dynastic system with democracy. But no other stable political order followed the Q'ing Dynasty's fall. Warlords and feudal military rulers exploited the power vacuum.

THE REPUBLIC

A new left-wing intellectual movement emerged in China, culminating in a large student movement on May 4, 1919. The "May Fourth Movement" was a response to the Versailles Peace Treaty which granted the former German territories in China to Japan, not back to China. Immediate effects of the movement were minimal, but it is regarded as a decisive turning point in modern Chinese history. Demands for complete national sovereignty increased significantly thereafter, and although the British sailed their gunboats up the Yangtze River one last time in 1927, new political forces--and strengthened Chinese nationalism--had emerged.

In 1921, the Communist Party in China was officially founded in Shanghai. The party's growth was fast, as was that of the Guomindang, or the National People's Party--the Nationalists--led by Dr. Sun Yatsen.

The Nationalists and Communists mutually endured a brief coalition, but by 1928, Chiang Kaishek, now head of the Nationalist forces, succeeded in controlling all of China, having earlier broken off relations with the Communists, who retreated into the southern mountains. there, under Mao Zedong, they developed a strategy that replaced the Soviet doctrine of urban proletariat revolution with that of a peasant revolution focused on land reform.

Although Chinag Kaishek had significantly strengthened Chinese sovereignty, corruption in the government and increased Japanese threats thwarted any land reform, a neglect strategically seized upon by the Communists. Chiang responded in the early 1930's with military campaigns against the Communists, who sought escape on the famous Long March northward. Walking 6,000 miles, only 10 percent of the over 100,000 people who began the march survived.

Chiang's campaign against the Communists was diverted by Japanese advances in the north. Provoking a confrontation at the Marco Polo Bridge at Wan'ping near Beijing in 1937, the Japanese entered into war with China which proved to be the opening round of World War II. Within days, Beijing fell to Japan, followed by Shanghai, Nanjing, and lastly Canton.

With Japan's surrender in 1945, the Communists and Nationalists reverted to their mutual dislike, and a four-year civil war between them ended only when the Nationalists and nearly two million refugees retreated to Taiwan.

THE PEOPLE'S REPUBLIC OF CHINA

Mao Zedong (Mao T'se Tung) proclaimed the People's Republic of China in 1949. The nation's problems were immense, the peasants' quality of life dismal. Agrarian land reform redistributed land to the peasants in the early 1950's. Social reforms were extensive, though not always for the better, and industries were nationalized.

Initially, the economy improved. Encouraged, Mao introduced the "Great Leap Forward" in 1958, intending to put China on equal footing with economically advanced countries. Peasant cooperatives were to be the primary means for achieving this aim. But the "leap" was a disaster, with widespread and repeated crop failures, poorly conceived public works projects, and natural disasters leading to the death of perhaps twenty million people by famine.

THE GREAT PROLETARIAN CULTURAL REVOLUTION

In 1966, student discontent turned into massive protests. Mao exploited these protests, initiating the "Great Proletarian Cultural Revolution" to unsettle his opponents. Party cadres provoked a mass movement of the Red Guards, forcing the country once again into chaos, at times close to civil war. Intellectuals, artists and politicians, including top party leadership, fell victim to the terror of the Red Guards. Schools closed, artistic life stagnated, international relations evaporated. At the same time, Mao elevated himself in a personality cult unprecedented anywhere else in the world. Every young Chinese carried his "little red book" and memorized his sayings and dogma.

When the cultural revolution finally came to an end in the early 1970's, premiere Zhou Enlai quietly took over the reins of government, mediating between the moderate and radical factions. In 1973, he resuscitated political victims of the Cultural Revolution, including Deng Xiaoping who became his deputy, and other pragmatists. Zhou Enlai also made great efforts to overcome China's international isolation: after China became a member of the United

Nations in 1971, President Richard Nixon visited the country in 1972.

THE GANG OF FOUR

The year 1976 was pivotal. Zhou Enlai died in January, leaving the moderate pragmatists in a precarious standing. Deng Xiaoping was removed from power by radicals known as the "Gang of Four", which included Mao Zedong's wife. However, when Mao died in September, the radicals were arrested and Deng restored to power.

The pragmatists initiated new policies that opened up the economy and dispersed some political power. Limited liberalization of political and artistic activity followed. Deng Xiaoping retired in 1987, replaced by Zhao Ziyang as secretary general, and Li Peng as premier. China continued its return to the international order when Soviet leader Mikhail Gorbachev met with Deng Xiao ping in may of 1989 in Beijing, the first summit between China and the Soviet Union since 1959.

Insight Guides for East Asia, Scott Rutherford and Geoffrey Eu

PEOPLE

Ninety percent of China's population lives on only about twenty percent of the land. They live primarily east of a line from where Laos, Burma and China meet to the northernmost tip of the province of Heilongjiang, and surrounded by a relatively unpopulated area is the province of Sichuan with a population of one hundred million inhabitants. Only below the famous rapids, where the Yangtze River enters the lowlands, does the wide and incredibly densely populated part of the country begin; here are the cities of Wuhan, Nanjing, Shanghai, all with a population over the one million mark. Here, too, is the great plain which reaches beyond Beijing, and in which not one square mile of land has remained uncultivated. The vast "empty areas" in the north and west are hardly habitable. They include the largest deserts of Asia, the Gobi and Taklamakan; there is also Tibet, the highland most hostile to human life, where permanent settlements are only possible in the valleys, which themselves are 11,800 ft. above sea level. Finally there are the desert-like steppes of southern Mongolia and Xinjiang.

Around 6.7 percent of the population of China are not Han Chinese, but members of national minorities--this amounts to more than 66 million people.

MINORITIES

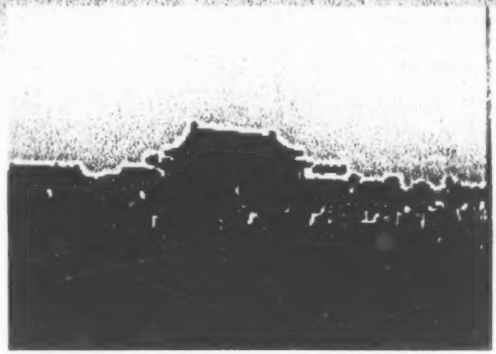
The following is a list of China's fifty-six national minorities; of course, 93.3 % are Han Chinese:

Mongolia
Hui
Tibet
Uygur
Miao
Yi
Zhuang
Bouyei
Korean
Manchu
Dong
Yao
Bai
Tujia
Hani
Kazaki
Dai
Li

Lisu
Va
She
Gaoshan
Lahu
Shui
Dongniang
Naxi
Jingpo
Kirgiz
Tu
Daur
Mulam
Qiang
Blang
Salar
Maonan
Gelao
Xibe
Achang
Pumi
Tajik
Nu
Uzbek
Russian
Ewenki

Deang
Bonan
Yugur
Jiang
Tatar
Drung
Orogen
Hezhen
Munba
Luba
Jaiae

BEIJING



BEIJING IS A CITY OF BICYCLES

THE GATE OF HEAVENLY PEACE IS LOCATED AT THE NORTH END OF TIAN'ANMEN SQUARE AND LEADS INTO THE FORBIDDEN CITY.

Beijing has been the principal capital of China for most of the past 700 years, but its political significance has never been as great as it is today. It is the seat of the strongest central government in China's history. From here the leadership sets in motion the political and economic programs that dominate the people's lives throughout the country. The official newspaper, People's Daily, publicizes events in the capital and, through its editorials, instructs the far-flung political hierarchy.

The overall plan for Beijing's future development, adopted in 1983 envisions updating the old city while maintaining its traditional style. With rapid industrial development and expansion throughout the city, Beijing presents in microcosm the transformations China is currently undergoing. A new superhighway connecting Beijing to adjacent seaports has been designed to handle traffic traveling twice as fast as on any surface transportation now available in China. Despite its size and activity, Beijing has retained a distinctive historical character, although it is steadily loosing the isolated parochial flavor it had maintained until only a few years ago.

The population of Beijing is about 9.3 million, but nearly half live outside the urban center in the several thousand square miles of rural area that have been annexed to the municipality. The built-up area, only about 2 percent of the municipality, has more than doubled in population since 1949 to about 3.8 million. It has spilled outside of the old city and sprawls across the plain complexes, educational institutions, industrial plants, and farming communes. Within the inner city, tall buildings are rapidly rising above the old rooftops, encroaching on and dominating the squat, gray dwellings huddled inside drab walls that for centuries lined the narrow alleys and streets. Those built in the 50's and 60's were monotonously squarish; more sophisticated, international designs have recently arrived in Beijing, bringing glass-sheathed high-rises, outdoor elevators, and revolving restaurants. The pace of construction in Beijing is swift both above and below ground. The 40-foot walls that used to surround Beijing were long ago demolished to make way for circumferential highway and subway systems. Other excavations reflect an unconcealed interest in civil defense that has resulted in the building of an underground city of shelters.

THE FORBIDDEN CITY

At the heart of Beijing, is the incredibly beautiful and mysterious Imperial Palace complex known as the "forbidden city." It is where the emperor sat on the Dragon Throne and ruled the Middle Kingdom and was considered the center of the world by the Chinese. The life of the emperors as Sons of Heaven was strictly regulated. The emperor was the measure of all things in the cosmic trinity of heaven, human beings and earth. He was supposed to be the intermediary between heaven (yang, male, light) and earth (yin, female, dark) and thus incorporate the Mandate of Heaven on earth. He was responsible for peace, prosperity and orderly life on earth.

Every time the emperor moved from one part of the palace to another, it was a major expedition. Pu Yi, the last Emperor of China, whose life Bertolucci has depicted in the film "The Last Emperor", describes a walk in the garden in his autobiography: *". . . at the head marched a eunuch, a herald whose function was like that of a car horn. He walked 20 to 30 yards in front of the others, constantly hissing 'chi, chi' to shoo away any other people in the vicinity. He was followed by two of the higher eunuchs walking like crabs on both sides of the path. Behind them came the main group of the procession, the Dowager Empress and me."*

Insight Guides for East Asia, Scott Rutherford and Geoffrey Eu

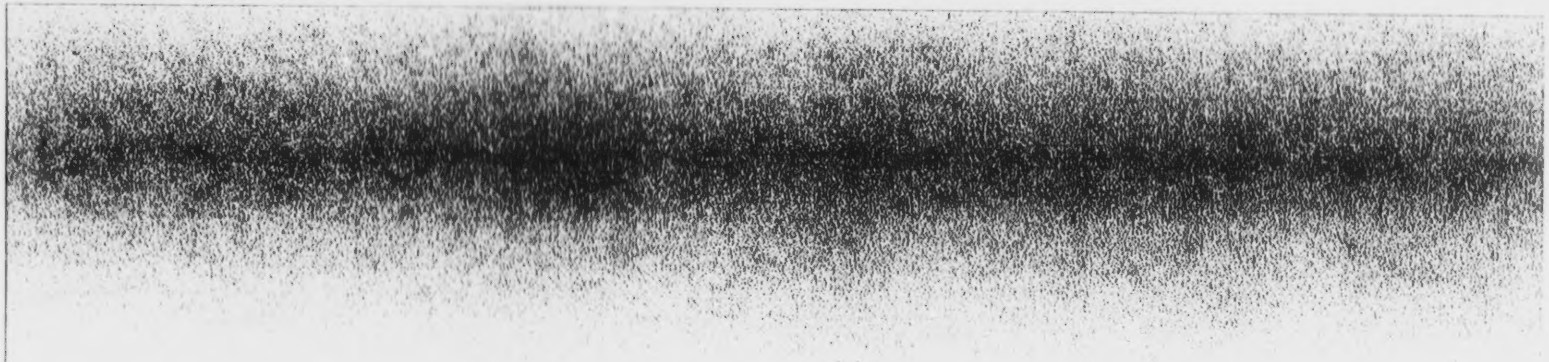
THE GREAT WALL OF CHINA

Wan Li Chang Cheng, what the Chinese call their Great Wall, was begun in the first century by China's first Emperor Q'in Shih Huang Ti. Under the leadership of his general, Meng Tian, an army of 300,000 forced laborers is said to have worked on the building of the wall; probably the figure was even higher.

The construction visible today, most of which was built in the fifteenth century, is some 3,946 miles long, on average 26 ft. high, and 21 ft. broad at the base. The upper part is wide enough to allow five or six soldiers to ride side by side along it. It is the only man-made object visible from outer space.

THE GREAT WALL OF CHINA

THE BEST RESTORED SECTION IS
LOCATED JUST NORTH OF BEIJING AT BADALING



XI'AN

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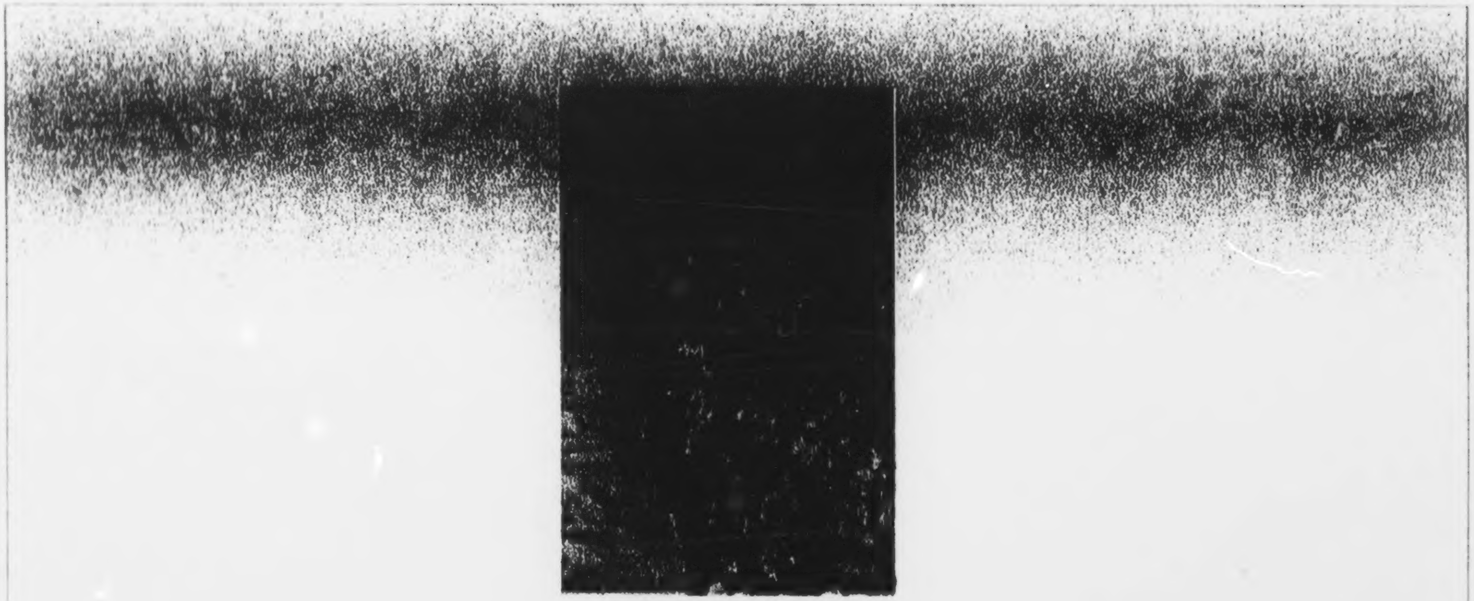

THE TERRA COTTA WARRIORS AND HORSES

BURIED WITH CHINA'S FIRST EMPEROR TO GUARD HIS TOMB IN THE AFTERLIFE, THEY ARE LOCATED TODAY IN A MUSEUM NEAR XI'AN, CHINA

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XI'AN, which means Western Peace, is located in the Weiho Valley of Shanxi Province. The city was the capital of the Chinese Empire until the Ming Dynasty moved the capital to Beijing.

China's first emperor, Shih Huang Ti, has his burial mound nearby where he had buried 8,000 terra cotta warriors and horses to guard his tomb in the afterlife. In 1979, peasants digging a well discovered the clay figures, life-size and no two alike, which promptly became the archaeological sensation of the modern day. They are on display in the "Terra-cotta Warriors and Bronze Chariot" museum just outside XI'AN near a warm springs resort.

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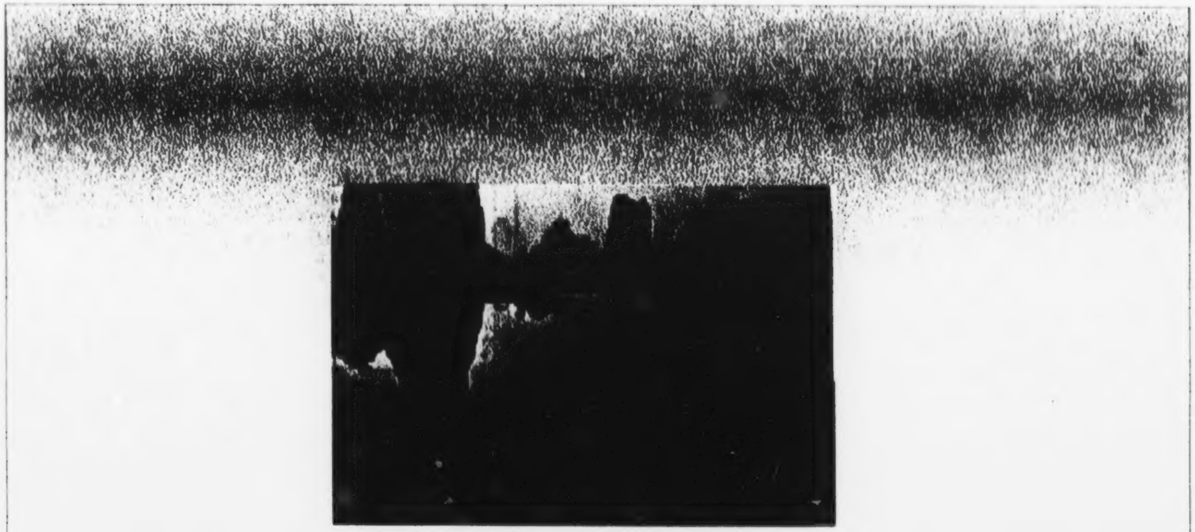
GUILIN



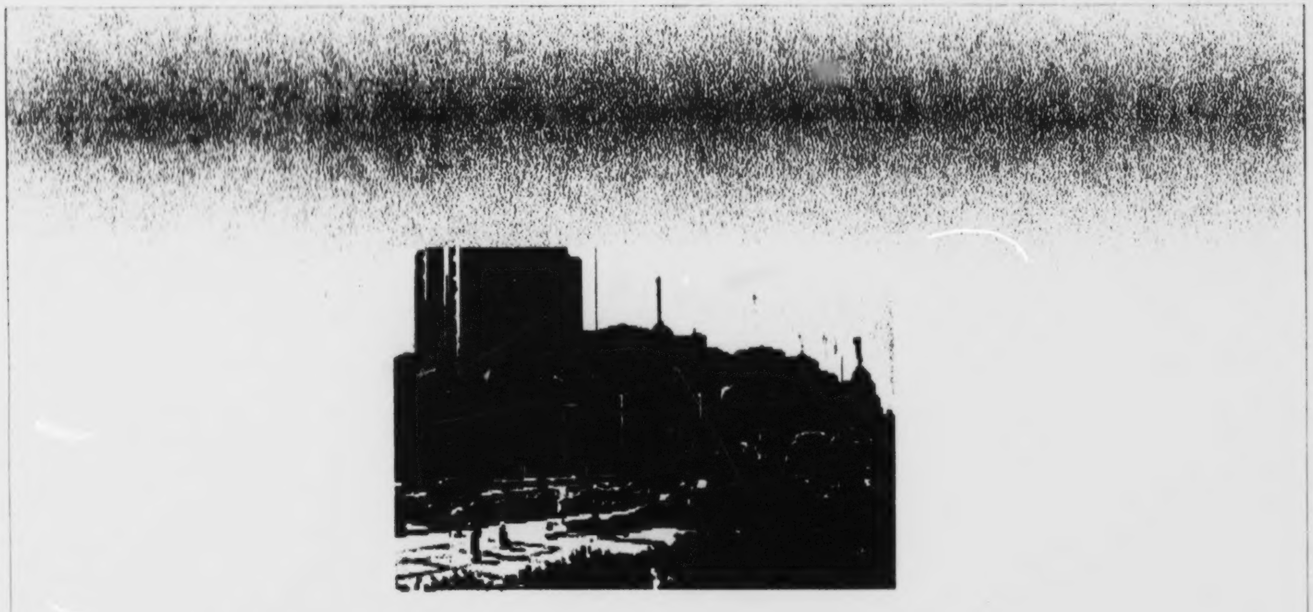
THE BEAUTIFUL RIVER LI

NO TRIP TO SOUTH CHINA, ESPECIALLY TO GUILIN, WOULD BE COMPLETE WITHOUT A CRUISE DOWN THE LOVELY, ENCHANTED RIVER LI. IT IS THE IMAGE OF CHINA TO MANY PEOPLE.

Guilin's (Kueilin) beautiful scenery earns it the reputation of being the number one scenic city in China. Its name--through an ancient maxim that Chinese school children learn--has become synonymous with natural beauty: "Guilin's mountains and rivers are the finest under heaven." Situated in a small basin in the northeastern corner of the Guangxi Zhuang Autonomous Region, the city is surrounded by and interspersed with numerous steep-sided hills that form the extraordinarily exotic terrain long renowned by poets and painters. The karst mountain landscape has been created by the erosion of the limestone surface, forming steep isolated hills, caverns, and underground channels termed karst. Water seeping through the rock formations and cracks into the numerous caves in and near Guilin continues to form stalactites and staligmites that rival the beauty of the hills on the surface. Guilin sits on the banks of the enchanted river Li and no trip to

Guilin would be complete without a cruise down the magical river.

SHANGHAI



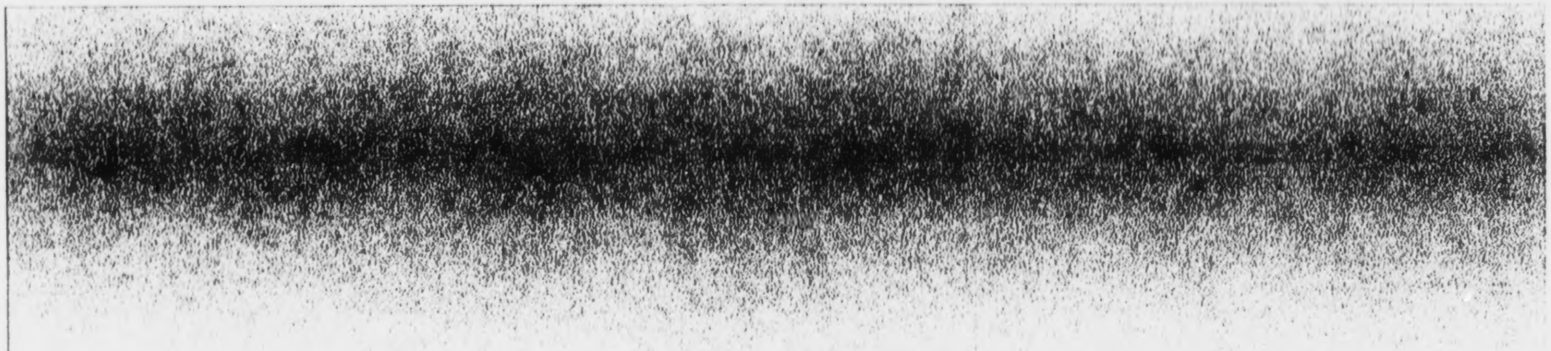
THE BUND

THE BUND IS THE MOST WESTERNIZED SECTION OF
SHANGHAI, CHINA

Shanghai, once a bastion of Western capitalism as well as the birthplace of the Chinese Communist Party, is today China's largest city, her most important port, and her premier center of trade and industry. Originlly a fishing village, the city was built atop mudflats along the winding Huangpu River a few miles south of the estuary of the Yangtze. Today the more than 13 million people in the metropolitan area of more than 2,000 square miles--about half of them living in a congested urban core of 54 square miles--comprise the largest metropolis on the Asian mainland and one of the largest in the world.

Shanghai is China's most Westernized city in appearance with its downtown section along the

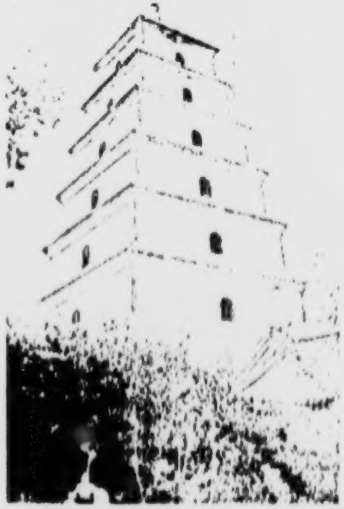
Bund--the wide and bustling boulevard along the west bank of the Huangpu--presenting an impressive skyline of tall buildings built to house the banks, clubs, hotels, and offices of a bygone day. The facade is limited, however, and to the west, north, and south stretch miles of typical Chinese urban development--low crowded buildings, small shops, and busy markets. Along much of the waterfront and in outlying areas are sizable industrial districts, in part consisting of pre-1949 factories but now augmented by more recently built installations. Much of this newer development is surrounded by workers apartment buildings.



MODERN CHINA

ECONOMIC REFORM
DEMOCRATIZATION
HUMAN RIGHTS

This section will be covered by reading an excerpt from the JOURNAL David Kilpatrick kept during his Fulbright-Hayes visit to China the summer of 1994. The entire July 4, 1994 entry is reproduced here. It is intended as a capsule sample of life in china; one day in China and one man's impressions of what he saw and felt that day:



THE BIG WILD GOOSE PAGODA

Asian Journal

516

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Friday, July 4, 1994, Beijing, China

Dear Journal, what a way to celebrate Independence Day! Mr. Jefferson would have been proud! I'll bet that not many Americans celebrated the fourth of July as uniquely as I did today!

The events of this long, splendid and auspicious day began after a big Chinese breakfast because I got to the hotel restaurant late and the Western breakfast table had already filled up, but I managed to get coffee which was all I really wanted from it anyway. We began slowly, and somewhat boring after awhile, with a tedious bus ride to Tian'anmen Square. It was slow because the traffic was the heaviest I may have ever seen even in Cairo, Paris, and New York. But it was the latest in the morning that we had ever set off from the hotel. I would hate to know I had to drive through the undulating, pulsing, relentless sea of bicycles in this huge city! I thought driving in Cairo, Egypt was bad, but traffic in this city must be the most harrowing on earth.

We finally arrived and made our way to Mao's mausoleum on the south end of the square. Queued nicely as we westerners like to do, we began winding around the square toward the entrance of the huge edifice built in Chinese Nationalist style. The blocks of white marble statues that flank the entrance and the exit are remarkably like statues I saw in the old Soviet Union--huge, heroic, oppressed, workers struggling forward. Finally we entered the mausoleum. Mao Zedong's corpse is lying there under a Chinese Communist flag inside a crystal coffin, like Lenin in Moscow, for all the world to pass by and pay homage. He looked as though he had just died. Marching around his coffin in single file reminded me of attending funerals in Blount County filing past the casket to view the deceased one last time as the choir sang another verse of "I'll Meet You in the Morning." It almost seemed like someone should strike up "When They Ring Those Golden Bells" as we marched by Mao. It wasn't, however, as impressive to me as seeing Lenin in Moscow partly, I'm sure, because I had seen Lenin, and partly because it is bigger and brighter inside Mao's Memorial Hall. One enters Mao's mausoleum into a brightly lighted, cavernous hall with a colorful woolen embroidery of a landscape of China entitled "Our Motherland" on the back wall, and a gigantic, white, seated statue of Mao in front of it, surrounded with green plants. The visitor then passes along a bright red carpet into the Memorial Hall where Mao's body reposes, and finally passes out of the mausoleum through a kind of museum and gift shop. In Moscow, Lenin's tomb, although considerably smaller, is much more solemn, darker, stately, serious, and eerie; nothing but black marble inside.

We then visited the souvenir stands for awhile and finally went back around the mausoleum to the vast, open expanse of Tian'anmen Square. Thousands of people were milling about on the huge square; the largest in the world. We, by prearrangement, met in one hour around the flag pole at the north end near the underpass leading underneath the multi-lane street to the Gate of Heavenly Peace.

It is impossible to stand in Tian'anmen Square and not recall the tragic turn of events that occurred there in 1989 when military tanks were called into the square to break up a pro-democracy demonstration. There wasn't a trace of dissent or rebellion in Tian'anmen Square today. I even saw a young fellow wearing a red, white, and blue T-shirt that had a "Lady Liberty" stenciled on it looking very much like the statue the students built on the square in '89 before the government officials ordered the crack-down.

Our group then proceeded to Sun Yat Sin Park (Zhoungshan Park) adjacent to the Forbidden City. It is a lovely, serene park with beautiful fountains, carp pools, pavilions, covered walks, shrubs, trees, and lush flowers. Weary Beijingers can escape the hectic pace of life out on Tian'anmen Square inside the quiet solitude of this enchanting park. I was captivated by an adorable, little Chinese girl in frilly, pink voile with her hair up in pig-tails, chasing butterflies. Kids are the same everywhere!

Inside the park is a lovely restaurant set in a flower garden with an ornamental pool and fountain surrounded by willow trees and plants. The restaurant looks like a tea house and we enjoyed a delicious lunch, if you can call a meal with at least twenty sumptuous courses lunch, inside. As the Fubright group came out of the restaurant, an amusement park adjacent to the restaurant was playing a strangely familiar tune for Communist China. It took me awhile to identify the melody since it was so unlikely that it would be playing there. Finally it hit me, it was the Southern ditty, "Dixie." Never in a million years would I have expected to hear "Dixie" in a park near the Forbidden City in Communist Beijing, China. How small the world really is becomming!

By then the heat was oppressive, and it was time for our tour of the Forbidden City. Beijing can get so hot and humid in the summer that it saps every ounce of one's energy and depletes even the most enthusiastic tourist's ardor for sightseeing. After a virtual banquet, it was all we could do to move, much less walk in that inferno across ancient granite paving stones intensifying the heat through a palace complex completely devoid of trees. It should also be noted that thirst develops rapidly after the spicy, salty, Chinese food we are consuming in copious quantities.

Our hosts, sensing the gravity of the situation, bought several cases of frozen bottles of spring water for us to take with us through the Imperial Palace complex. That water saved the day!

There is no way to adequately describe the Forbidden City. It is on a mnonumental scale far larger than I had ever dreamed. The imperial palace is at once beautiful, awesome, amazing and incredible. One grand hall after another greets the eye as the visitor walks from south to north through the palace complex. From the Meridian Gate to the Hall of Supreme Harmony, to the Hall of Middle Harmony, to the Temple of Tranquility, to the Temple of Longevity, to the Hall of Earthly Purity, on and on the magnificent buildings stretch from one end of the Forbidden City to the other. There is one spectacularly ornate "palace" after another for the eyes to feast upon, but there is also a monotonous sameness to it all. Versailles in France, Petrodvorets and the Hermitage in Russia, Windsor Castle in England, and Charlottenburg Sloss in Germany all pale by comparison. A field of yellow tiles dazzles the visitor's vision in every direction covering temples, halls, and shrines. The palace scenery, looking more like the creation of a set designer for the stage of a Grand

Opera, is complemented by pavilions of astounding beauty all around the horizon along the crest of the handsome hill that towers above the imperial complex just outside the wall to the north.

The Tourist is provided with a map and a portable cassette tape player containing a tour-guide tape in English in the commanding voice of Trevor Howard to lead him through the sixteen numbered and marked stations inside the Forbidden City. The tour ends at station number sixteen inside the Imperial Residence area and gardens before returning the tape player and exiting the Forbidden City through the gate of Military Genius. The entire Forbidden City is spell-binding! It is a veritable cornucopia of colors, shapes, and textures; a banquet for the senses!

The Forbidden City came to be known as such because it was forbidden, or off-limits, to "foreign devils", which all foreigners were called at one time, unless they were specifically invited in by the emperor, and to all males, except the emperor himself and emasculated males known as eunuchs, after dark. Thus an aura and a mystique grew up around the palace complex.

Only the emperor could live under yellow, and a sea of glazed yellow tiles roof all the buildings. The ridges of the roofs, swooping and swerving upward in provocative Chinese curves at the eaves, sport fierce dragons, demons, and ferocious animals. Royalty, whether Oriental or Oxidental, always carried privileges. While they lived lives of fabulous luxury and unimaginable greed, whether in Versailles, Petrodvorets, Charlottenburg, or in the Forbidden City, their subjects often suffered unspeakable privations and even starvation. The callousness of "let them eat cake" uttered about the starving French peasants by a member of the royal Bourbon family was but a mere flicker compared to the flaming disregard Chinese imperial rule had for its people. Little wonder the peasants became fed up after awhile and overthrew their autocratic oppressors!

Pursuing a tight schedule as we do every day, the bus then took us to Zhongce Beijing Beer Brewery and distribution factory. This jaunt was at the request of the youngest member of our Fulbright group who lives in Milwaukee and is quite an aficionado of beer brewing. At first I had my reservations about visiting a brewery when we could be doing countless other marvelous things in exotic Beijing, but it turned out to be, if nothing else, great fun! We had been invited by the United States Embassy to a fourth-of-July-cookout at the embassy, but none of us wanted to spend a day in China inside an American compound associating only with Americans, so we politely said "thanks" but "no thanks." We were greeted at the brewery by Mr. Zhou Yuanli, the Director of Bottling and Shipping, and Mr. Chen Xurong, the Manager of the Marketing Division. Then, as we have been everywhere we have gone, Mr. Yuanli gave us the grand tour and the royal treatment including all the free "samples" we wanted to consume afterwards in the board room. They also gave us T-shirts of the plant, and since they have a cafeteria with a chef of some renown, they invited us to stay for dinner.

We were treated to virtually another banquet! It was one of our best meals yet, and we have had some sumptuous ones. The delectable climax was a fish so beautifully presented with the head and tail up, surrounded by sculpted vegetables intricately carved into elaborate flowers, browned just to a turn, that we were reluctant to eat it. But, oh, when we did, it was divine! It was butterflied, batter fried, and almost sanctified it was so mouth-watering delicious!

By the time the meal was over, we had consumed so much additional beer with the meal and drank so many Independence Day toasts with special choice beer selected for the dinning room by the chef, we were ready to begin drinking to Mao, Communism, and anything else proposed as a toast. We started, sadly for anyone within ear-shot, singing patriotic songs--"God Bless America", "America the Beautiful", "Battle Hymn of the Republic", "Dixie", "The Eyes of Texas are Upon You", "Oh, Suzannah", "On, Wisconsin", "Yea, Alabama" (although a near solo), "A Hundred Bottles of Beer on the Wall", etc.--and ended the "banquet" with "The Star Spangled Banner"! Another first, I'm absolutely convinced, for that restaurant, and maybe for China! The waiters, waitresses, chef from the kitchen, workers in the main dinning hall, and everyone within hearing distance came in and to the door to see and hear the spectacle, and were justly amazed, amused, and befuddled. But they appeared to be having as good a time as we, so we just kept right on making fools of ourselves. Actually, I should say, despite my earlier flights of rhetorical hyperbole, that we all remained very responsible, circumspect educators with each aware of his limit and when to say "no". We merely imbibed enough to become jovial and uninhibited. And, after all, none of us were driving.

It was a stellar conclusion to a wonderful day! Again, I think Mr. Jefferson would have been proud! We were celebrating his brain-child on the other side of the globe.

It has been a most enjoyable and unique way to celebrate the 4th of July. I wonder how my family and friends are celebrating, but, of course, it isn't yet the 4th in Alabama. It has been a remarkable day that I will long remember. I will especially remember seeing the old, Chinese woman sitting on the floor in front of the Hall of Supreme Harmony inside the Forbidden City today who had bound feet. Her little, "three-inch golden lilies" looked torturously symbolic of a china that is, fortunately, fading into the mist of a bygone day. Of course, every civilization has perverted and distorted nature in order to achieve a perceived beauty. The Choctaws flattened their children's heads, certain African tribes stretched their lips around wooden bowls, Western European and American women bound their waists with corsets and dangled ornaments from their ears, etc., all to achieve what men thought was erotic and alluring. Of course, it is all a way of controlling and dominating women. Bound feet was supposed to produce an erotic awaying effect when Chinese women walked. However, to the modern world, the practice of binding feet seems excessively cruel and degrading especially when the results are seen in an old woman crippled by the practice. Today modern Chinese women, like women over much of the world, have come a long way. Chinese women even keep their own names when they marry and work in all the occupations along-side men. The Communists have done some good in that area, but inequalities still exist. However, women's groups and human rights organizations all over China are laboring to make improvements to propel China forward.

I am privy to the very birth-pangs of an emerging new and dynamic China; one that is thrilling and, I think, maybe even a little threatening in its potential and in its very dynamism. Threatening, that is, only in the sense that China may become an economic force to be reckoned with in the future and if the United States remains lethargic, sluggish, and unresponsive to changing economic forces in the world, we could find our economic roles reversing.

China had a flourishing civilization, a veritable golden age, while Western Europe was still burning its bread cakes in earthen ovens, only to later be submitted to the degredation of foreign domination and exploitation, internal civil conflict, and finally egalitarian Communism. Now China is moving on, learning from her past, preserving the good, discarding the bad, and appears to be the unstoppable force moving inexorably toward the future, confident in what she wants and determined to get it. She wants a piece of the pie, the economic pie of world prosperity and materialism--the good life for her people! And who can blame her? She has seen much of the rest of the world grow fat off the extorted and usurped bounty of her land. Why can't her own people benefit from China's plentiful resources, genius, and manpower.

Now days, you hear no one talking of Communism or even of central economic planning. It is now apparent to most people in China that that approach just hasn't worked. The catch-phrase of the day is, "socialism with a market focus." Of course, in actuality, that is really what America has, and most of the Western civilized world to varying degrees. We have long had a "mixed" economy with government providing what the private sector can not or will not provide. China could very well emerge in the twenty-first century as a leading economic power; she certainly has the potential, and it seems, the will. It is blatantly obvious that she has the desire.

I have talked privately and off the record to many young people who told me that, although they had helped to organize the '89 Tian'anmen Square demonstration and had participated in it, that they learned many valuable lessons from its failure. One told me candidly that it was a good thing that it failed for he said that it had been taken over by a faction who were no friend to the original goals of the organizers and who were merely power-hungry opportunists. He, and others, are now of the opinion that a slow, gradual change is probably best. I was told time and again that as the old leadership dies, younger more reform-minded men will lead China in the direction they desire. It was stressed to me that, in a nation of 1.2 billion people, many of whom are living on the brink of poverty and starvation and only the slightest upheaval could trigger an explosion, it is foolhardy and dangerous to try to change things radically and abruptly. As in most countries, the masses of the populace, uneducated and ill-informed, are volatile and unpredictable. Political chaos could be the catalyst for economic and social turmoil that could be catastrophic. Therefore they are now trying to change things from the bottom up, slowly, and with a measure of stability. Thus, they are holding on to much of the old jargon, but giving it new meaning. In some cases they have simply redefined Communism and Socialism. They do not want the rampant, dog-eat-dog, unfettered capitalism that they have often seen throughout modern history and still see in some places around the world today. But they definitely want to move toward a market-oriented economy. Of course, that is exactly what we in the United States decided around the turn of the century and began moving in the other direction. As far as democracy is concerned, they believe that with economic reform, movement toward democracy will be the inevitable result. But, alas, I am afraid that may not be an absolute given. On that point, I am just not as sanguine as they.

To the casual observer in Beijing, however, it seems as though there is already as much freedom of movement, conscious, action, and expression as in America. Beijingers talk candidly about their problems, leaders, form of government, and just about anything else that is broached to them. Churches, mosques, temples, and shrines are open and people are totally free to worship in them. Our group observed in Beijing what would be a shocking degree of sexual liberation to many Americans with both straight and gay couples openly demonstrative toward one another along the streets; even transvestites in gaudy, garish garb flaunting themselves unashamed in public. We heard speakers openly criticizing public policy, and lecturers in the universities speaking frankly about the mistakes of the Cultural Revolution and other Maoist policies. So, then, where is the Communist totalitarianism? There is much less tolerance and freedom of expression in many places in America. But I was reminded by several people, some of whom were the Chinese themselves, that any freedom they enjoy, and today a wide latitude exists, is precarious and subject to the capricious whims of the leadership. At any time an oppressive iron fist could come slamming down and wipe out everything. Then, I would stop a moment to think and pay homage to Thomas Jefferson and the concept of constitutionalism in American political history. Our civil rights and protections are enshrined and guaranteed forever in the Constitution of the United States, as long as we protect and preserve the constitution, and although leaders may come and go, our basic civil liberties remain intact. In that area, China still has a long way to go.

It is, nevertheless, a joy and a thrill to be here to see what is stirring and going on in this awakening land. The best symbol I have seen so far of the new, dynamic, forward-looking China breaking the chains of its austere, anti-materialist past is the Beijing Hard Rock Cafe. It is the newest and largest Hard Rock Cafe in the world, and does a packed business just about every night. On the gigantic domed ceiling inside, there is a mural of Chairman Mao with his outstretched arms around the Beetles on one side and Elvis Presley on the other. If one wonders what the noise is when entering the cafe, it is Mao turning over in his glass coffin. Upper-middle-class, yuppie Chinese like the Western food and music, but they adore the status it gives them to be seen there. Just what will eventually emerge from all the flux and movement in China today is anybody's guess. But I am convinced that the twenty-first century, economically at least, is going to belong in large part to China and the Asian Pacific Rim, and I hope the Chinese leadership is wise enough to know that their full potential can be achieved only under a form of government that respects and honors human worth and dignity and allows the individual a high degree of mastery of his own destiny.

Surprisingly, some Americans view China's dynamism with fear and trepidation. But it seems to me that, if we are wise ourselves and develop the correct posture with regard to China, we too can benefit from economic prosperity in that huge land of 1.2 billion potential consumers. Of course, if we are foolish, backward, and unimaginative in our grasp of world politics and global economic forces in the future, we can relinquish our economic lead entirely to our competitors. I think the choice is ours. Asia knows where it is going. We had better figure out where we want to go and how to get there without getting in the way of the emrging Asian economic power-houses.

Well, goodnight Mr. Jefferson, and thank you for my magnificent country! On this anniversary of your great document, the birth certificate of the United States, I am reminded how fortunate we in America have been as I sit here writing in my Journal at the close of a memorable day in this beautiful land of China whose great people, alas, have not yet been as blessed as we in America with so wise and prescient a visionary as you. In the waning hours of this Independence

Day spent far from the land I hold so dear, words you spoke and lived by come flooding over me . . .

> One should expect a little rough sailing now and then on the boisterous sea of liberty . . .
>
> Let the people be supplied with sound school-teachers and free newspapers, and the nation's rule can be entrusted to them. . .
>
> I have sworn eternal hostility on the alter of eternity against any form of tyranny over the mind of man . . .
>
> If there be any among us who would wish to destroy this Union or to change its republican form, let them stand undisturbed as monuments to the safety with

> which error of opinion may be tolerated when freedom
> is left free to combat it . . .

. . . and I am overwhelmed with gratitude for the noble ideas and ideals you gave America. We are fortunate indeed that she was once lucky enough to call you a native son.

Good night America! May you have two-hundred-eighteen more glorious years! Perhaps in the next two centuries, Jefferson's inspiring words will come to full fruition not only in America, but in China, Russia, the Middle East, Africa, the Balkan Peninsula, Haiti, Cuba, and throughout all the world.

What a wonderful day in old, and new, Beijing, China!

J. David Kilpatrick

Lesson Plan for Archeology Exercise

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Lesson Plan for Archeology Exercise

The following daily lesson plan may be used in a variety of classrooms and for a variety of age groups. The following specific lesson plan is for a world history class and for ESL classes in the high school. It is easily modified for younger age groups and for economics, sociology, and U.S. history classes.

Depending on the size of the class and the number of artifacts available to the teacher, the excercise will take one or two days. I give one day for the students to do the exercise and begin their reports and one day for completion of reports and for the teacher follow up.

Lesson Plan for Archeology Exercise: Teacher Plan

I. Objectives

To motivate students to learn another culture through direct contact with cultural artifacts

To teach careful observation in analysis

To teach vocabulary of materials used in production

To teach students the complexity of culture

To give students practice in working as a team in problem solving

To give students more practice in organizing paragraphs

To give students more confidence in speaking orally before a class

II. Materials:

Artifacts of a culture or a variety of cultures
American artifacts of previous decades can be used for American history classes

Examples: money, jewelry, clothes, games, utensils, art objects, weapons

To find materials ask students to bring objects from home, ask fellow teachers , or use a cultural trunk collected by a school.

III. Execution of Plan:

Divide students into groups of 2 or 3 depending on class size

Give 1 to 3 objects to each group depending on number of artifacts available

Give each group a set of directions. Tell them to use all senses feel, smell, look to study the artifacts.

Give them a time limit for answering the questions, writing the paragraph, and for reporting to the class. Twenty minutes is usually sufficient for the analysis.

IV. Follow up by the teacher:

Students are graded on serious of attempt to study the artifact, on the paragraph they write, and on their oral presentation.

Students are notdowngraded for honest interpretations that are inaccurate. A part of this learning experience is to understand that even experts can make mistakes when interpreting foreign cultures.

After students have reported their findings, show the artifacts that they have made errors on and give the correct interpretations. Show students why they made the error. It may have been by making assumptions from their own culture, or may have been not observing well enough, or lack of knowledge.

Example: Students often report people on money as rulers of the country. This is because the people of American money are past presidents. Foreign currency often uses mythical persons, historical heroes, or artists.

Example: Money of foreign cultures often has hidden pictures in white blank spots to make it difficult to counterfeit. Students do not hold the money up to a light to see them. Lack of careful observation misses an important clue to the culture.

Teach the materials they fail to recognize. Teach the origins of these materials and the complexity of technology needed to produce them. Discuss how the ability to recognize materials can help place the geographical and cultural origins of an artifact

Discuss the various ways the artifact of a foreign country could have come to the United States. This can lead to discussions of air routes, shipping lanes, multicultural exchanges, conflicts and the movements of refugees.

Archeology Exercise

Name__________________________

You are an archeologist in the year 3,000 A.D. You have just uncovered some artifacts from a dig in Arlington, TX. Using the artifacts only as a source of information tell all you can about the people who made them.

1. From what materials is the object made ? What skills were needed to make and use this material?
2. What was the object used for?
3. What tools or technology was needed to make this artifact?
4. Can you date the artifact? How did you decide on the date?
5. What values does the artifact show?
6. What social institution used the artifact?
7. What other information would you infer from the artifact?
8. Would you expect to find this artifact in Arlington? If not, how do you think it got here?
9. Do you consider this item one of utility or luxury?
10. What have you personally learned from this exercise as an archeologist?

When you have completed your analysis, write a paragraph on your findings. Report the findings orally to the class.

TEACHING CHINESE MYTHOLOGY AND CHINESE CLASSICAL POEMS

Curriculum Project for the

National Committee on United States-China Relations
and the
Fulbright-Hays Summer Seminars Abroad Program

Ann Lew

Summer 1994

International Studies Academy
San Francisco, California

CHINESE MYTHOLOGY

Objectives:

1. To acquaint students with creation stories in Chinese mythology, and compare and contrast them to creation stories of other cultures.
2. To acquaint students with other types of Chinese mythology.
3. To promote understanding of mythology as a reflection of history and culture.
4. To promote understanding of themes in Chinese mythology.
5. To enhance understanding of mythology by writing about a phenomenon that is unexplainable in today's world.

Lesson Plans:

1. Introduce students to Chinese creation stories alongside those from other cultures and examine the similarities and differences among them.
2. Introduce students to the idea that before the advent of science, primitive people devised myths to explain natural phenomena.
3. Discuss with students the four categories of Chinese mythology and how they are similar to, or different from, the myths that they already know.
4. Assign the vocabulary, in context, taken from the stories. Have students learn the spelling, definitions of the words.
5. Assign the reading of the stories.
6. Have students discuss and write about the questions posed at the end of the stories.
7. Assign a creative writing exercise where each student writes an original myth that explains a phenomenon that is unexplainable in today's world, such as "Why teenagers' trousers are baggy or tight," or "Why we have bells in school." Brainstorm, prewrite, draft, edit, using the writing process.

Background:

Chinese mythology can be categorized into four general groups:[1]

1. Man's battle to survive the forces of nature, and his celebration of that battle.
2. Man's indomitable spirit in the face of his adverse destiny
3. The spirit to struggle against unjust rulers
4. In praise of creation and the origin of life

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[1] From *Stories from Chinese Mythology*, Translated and edited from Yuan Ke's *Newly Edited Mythical Stories* and *Translation of a Hundred Selected Myths* by Ke Wen-li and Hou Mei-xue, Nankai University Press

Creation Stories

Pan Gu, Creator of the Universe

Vocabulary lesson:

1. He found himself in impenetrable darkness.
2. He wielded the axe with a vengeance.
3. He cleaved and chipped away with preternatural might and unremitting effort.
4. He felt a great urge for a comfortable respite.
5. His upper and lower extremities and his physique were transformed into the ends of the universe.
6. His blood was metamorphosed into rivers and streams.
7. His hair and beard into multitudinous stars that dotted the sky.

Nu Wa, Creator of Human Beings

Vocabulary lesson:

1. The whole universe was desolate and lonely.
2. The surroundings were overgrown with luxuriant grass and shrubs.
3. Nu Wa sauntered on and on.
4. She was gratified with her production.
5. The little creatures gambolled, danced, and cheered.
6. She thought of an ingenious way of creating human beings.
7. She pulled a dry rattan from a cliff and dipped it into the pond.
8. There sprang up many living human beings where the sludge from the rattan splashed.
9. She was contemplating another problem.
10. Human beings are mortal.

Discussion and writing questions for the origin stories:

Compare these creation stories with creation stories from other cultures. What differences do you see? What similarities?
How are Pan Gu and Nu Wa anthropomorphic? How is the gender of each god significant?
How might the primitive man feel toward Pan Gu? Is he distant and forbidding or humanlike and approachable?
How might the primitive man feel toward Nu Wa?
What does each god or goddess create? Describe the process of creation in each case.
Illustrate Pan Gu' creation of the universe.
Illustrate Nu Wa's creation of human beings.

1. PAN GU, CREATOR OF THE UNIVERSE

Long, long ago, when heaven and earth were still united, the face of nature, a chaotic mass in the pervading gloom, was in the shape of a huge egg.

A giant in stature and strength, Pan Gu, forefather of the human race, was born in the midst of the egg wherein he grew up and slumbered soundly for eighteen thousand years.

One day, he awoke suddenly. When he opened his eyes, he found himself in an impenetrable darkness which made him feel quite smothered.

Exasperated at the annoying situation, he snatched a broad axe from somewhere and wielded it with a vengeance in the darkness. Out of the blue came an ear-splitting explosion; the colossal "egg" had cracked, the light and clear part of which rose to become heaven while the heavy and cloudy substance fell to become earth.

Where heaven was still linked with earth, Pan

1. Pan Gu creating heaven and earth
——Illustrated by Zhao Rennian

From *Stories from Chinese Mythology*, Translated and edited from Yuan Ke's *Newly Edited Mythical Stories* and *Translation of a Hundred Selected Myths* by Ke Wen-li and Hou Mei-xue, Nankai University Press

Gu, chisel in his left hand and broad axe in his right, cleaved and chipped away with preternatural might and unremitting effort. By and by, heaven and earth finally came apart and the state of chaos ceased to exist.

After heaven and earth were separated, Pan Gu, for fear of their possible reunion, stood in between with his head against the heavens and his feet on the earth. He changed his form many a time each and every day as heaven and earth changed.

Each day, just as the heavens went up a *zhang*[1] higher and the earth became a *zhang* thicker, so Pan Gu grew taller in the same measure. Another eighteen thousand years later, the heavens were to become extremely high, the earth was to become immensely thick and Pan Gu phenomenally tall.

What in heaven's name was the height of Pan Gu? He was speculated to be ninety thousand *li*[2] in height. Like a never ending column, this heaven-kissing colossus stood erect between heaven and earth, leaving the two no chance of meeting again.

There stood Pan Gu in loneliness, engaging himself in such laborious work. After no one knows how many ages had elapsed and heaven and earth solidified, Pan Gu decided there was no longer a need to worry about their reunion. Completely fatigued and exhausted, he felt a great urge for a comfortable respite and, like other mortals, dropped dead at last.

When he was breathing his last, a dramatic change came over his whole body. His breath became winds and clouds and his voice, roaring thunder; his left eye was turned into the sun and his right one into the moon; his upper and lower extremities and his physique were transformed into the ends of the universe and the five famous mountains[3]; his blood was metamorphosed into rivers and streams; his tendons and veins into roads across the land; his flesh into the fields; his hair and beard into multitudinous stars that dotted the sky; the skin and the fine hair on his body into grass and trees; his teeth and bones into metallic minerals and rocks; his semen and marrow into pearls and jade; even his very perspiration was transmogrified into rain and dew that moistened all in the universe. By the sacrifice of his whole body, Pan Gu, the earliest ancestor of human beings lent beauty and splendour to the newly-born world.

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[1] A Chinese unit of length = $3 \frac{1}{3}$ metres.

2. A Chinese unit of length $= \frac{1}{2}$ kilometre.

3. The Five Mountains were said to be the sacred abodes of mountain gods and were deified and worshipped by emperors and kings of past successive, feudal dynasties. They now refer to: Taishan Mountain (泰山) in Shandong Province, Hengshan Mountain (衡山) in Hunan Province, Huashan Mountain (华山) in Shaanxi Province, Hengshan Mountain (恒山) in Shanxi Province and Songshan Mountain (嵩山) in Henan Province.

2. NÜ WA, CREATOR OF HUMAN BEINGS

At one time, this myth tells us, the sun, the moon and the stars in the heavens, and mountains, rivers, trees, and grass on earth existed. There were even birds, beasts, insects and fish. But there were no human beings at all, which in a sense rendered the whole universe somewhat desolate and lonely.

In time there appeared a goddess known as Nü Wa. She was said to be able to change her form seventy times a day. One day, Nü Wa was strolling on the vast plains. At the sight of the surroundings overgrown with luxuriant grass and shrubs, a sense of utter loneliness overcame her. She felt that something needed to be added to the universe to make it thrive and prosper.

What was to be added, then?

Nü Wa sauntered on and on. She felt a little bit tired as she knelt down beside a pond. Her face and figure were mirrored in the water; she smiled and was

From *Stories from Chinese Mythology*, Translated and edited from Yuan Ke's *Newly Edited Mythical Stories* and *Translation of a Hundred Selected Myths* by Ke Wen-li and Hou Mei-xue, Nankai University Press

smiled back to; she pretended to be angry and her reflection did likewise. At this moment she had a bright idea; since there were already beings of all descriptions on earth except for ones like herself, why not create some beings in her image to live in the world?

So thinking, she dug a handful of clay from the brink of the pond and mixed it with water. She rolled the clay into a ball in her hand and moulded the first ball into a little thing like a baby.

Nü Wa put it on the ground. Curiously, the little creature had no sooner touched the ground than it came to life and shouted: "Mama!"

Then it started jumping and cheering, expressing its great joy in life.

Seeing the clever, beautiful little being she had created and hearing herself called "Mama!", Nü Wa was all smiles.

She gave her dear child a name "Human Being".

Small as the baby was, its appearance and manner, because it was created by the goddess, bore some resemblance to her. Altogether different either from flying birds in the air or from crawling beasts of the fields, it looked as if it possessed an extraordinary courage to preside over the universe.

Nü Wa was much gratified with her production. She therefore went on with her work, creating many more little human beings that could walk and speak. These little creatures gambolled, danced and cheered around her, giving her great comfort and enlivening her spirits a great deal. From then on, Nü Wa no longer felt solitary and lonely.

She worked and worked until nightfall. As the night settled in, she slept briefly with her head pillowed on a cliff. She hurried to resume her work the next day when dawn was beginning to break.

Nü Wa had been bent on producing more such agile little beings to spread over the land. But the land was so vast that although she had been working for a long time, she could not fulfil her aspiration before she had exhausted herself.

At last she thought up an ingenious way of creating human beings. She pulled a dry rattan from a cliff and dipped it into the pond stirring it into the muddy sludge. Lifting the rattan she shook it and, lo and behold, there sprang up many living human beings where the sludge from the rattan splashed. These little creatures, jumping and dancing, calling "Mama, Mama" from here and from there, were exactly like the ones NÜ Wa had previously moulded with tawny clay.

Her method was certainly simple and easy. She merely shook the rattan and many human beings would appear. Before long, the land was covered with the human race.

Man began to live on the earth, yet NÜ Wa did not cease working. She was contemplating another problem; human beings are mortal; must I create another group after their death? That would be too troublesome. How, then, can I make them continue to exist year after year, century after century?

Later she found a solution to the problem; these little beings were to be divided into men and women; let each man match with a woman so that together they would create future generations and shoulder the responsibility of bringing up their own children. Thus the human race has continued from generation to generation and the population has been growing ever since.

The Foolish Old Man Who Removed the Mountain
(A myth that illustrates man's battle to survive the forces of nature)

Vocabulary lesson:

1. We have two mountains obstructing the way.
2. His sons and grandsons responded unanimously.
3. The widow had a posthumous son who was only seven years old.
4. The Wise Old Man of Hequ accosted them derisively.
5. The Old Man found no argument to refute such logic.

Questions for discussion and writing:

1. In this story, there is one man called "Foolish Old Man" and another one called "Wise Old Man." Discuss the significance of these names in the context of the story.
2. At the end of the story, why do the gods do what the Foolish Old Man wants to do?

Jingwei Trying to Fill Up the Sea with Twigs and Pebbles
(A myth that illustrates man's indomitable spirit in the face of his adverse destiny)

Vocabulary lesson:

1. A mountain of a wave capsized her boat.
2. All he could do was to reconcile himself to his loss and lament her death.
3. Nuwa detested the sea that so cruelly deprived her of her young life.

Questions for discussion and writing:

1. What is suggested by Nuwa's soul turning into a bird?
2. What advantage is there for her soul having turned into a bird, than say, a rabbit?
3. What does this story show about primitive man's acceptance or non-acceptance of the inevitable?

Gun Stole Productive Soil to Dam Up Floods
(A myth that illustrates the spirit to struggle against unjust rulers)

Vocabulary lesson:

1. On the submerged land, people could find no place to live.
2. Birds and beasts driven out of their habitats were contending with human beings.
3. Emperor Yao anguished to see his people suffering.
4. God the Supreme not only turned a deaf ear to his admonition but reprimanded him as well.
5. Gun resolved to find a way to subdue the flood.
6. The treasure was tightly guarded by very brave deities.

7. Flood water receded and in its place was a vast stretch of green undulating land.
8. Happy smiles passed over their emaciated faces.
9. It carried a candle in its mouth in lieu of sunshine to illuminate the darkness.
10. After three years, his corpse had still not putrefied.
11. The dissected corpse of Gun turned into a yellow dragon and jumped into the abyss.

Questions for discussion and writing:

1. There are elements in this story that have parallels in stories of other cultures. Name at least two.
2. This is a myth that illustrates the spirit of struggle against unjust rulers. Tell who the unjust ruler is and what the nature of the struggle is.
3. What is the outcome of the struggle as suggested by the dragon at the end?

17. THE FOOLISH OLD MAN WHO REMOVED THE MOUNTAINS

Concerning the Kua Fu tribe there is not only a story about Kua Fu's chasing the sun, but also one in which his people helped a Foolish Old Man remove two great mountains standing beyond his doorsteps.

The Foolish Old Man who lived north of the mountains was nearly ninety years of age. His house faced two great peaks, Taihang and Wangwu, which caused a great deal of inconvenience to the family's comings and goings. For this reason he called every member of the family together, old and young alike, to discuss the matter. "We have two hateful mountains here obstructing the way. What shall we do? How about trying to remove them elsewhere?" he asked his family.

"Hear! hear!" his sons and grandsons responded unanimously. But hearing this, his wife showed some little doubt and said to him, "Forget it, my old man. A person as old as you are can't remove even a little hill like Kuelfu, not to mention the two great mountains, Taihang and Wangwu. Even if you could remove them, where do you think you can dump the earth and rocks?"

His children and grandchildren said, "Let's carry them to the Bohai Sea and dump them there, that settles it."

So settled, they began the project. Some of them dug while others scooped. Then in groups they carried the earth and stone toward the Bohai Sea.

Their neighbour, Jing Cheng's widow had a posthumous son who was only seven or eight years old and had just begun to grow permanent teeth. When he saw his neighbours working so energetically, he came dancing over to offer his help.

Because it took half a year for them to make a round trip from the mountains to the Bohai Sea, the party usually had to change cotton-padded coats for unlined garments halfway.

An old fogey known as the Wise Old Man of Hequ accosted them derisively, "Take a rest, old chap," he said to the Foolish Old Man. "You have to admit that you are an aged ailing man like a candle before a draft. What on earth can you do with these

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two huge mountains?"

The Foolish Old Man replied in a huff, "Keep it to yourself. I can see that you are no wiser than the widow and her child. It's obvious that when I die; my sons will carry on; when they die, there will be my grandsons, and then their sons and grandsons, and so on to infinity. High as they are, the mountains cannot grow any higher and with every bit we dig, they will be that much lower. Why can't we clear them away?"

The Wise Old Man was rendered speechless and found no argument to refute such logic.

What the Foolish Old Man said happened to be overheard by a superman who stood at the end of clouds with a snake in his hand. For fear that the two mountains should in time be razed to the ground if they went on digging so doggedly, he hurried off to report it to God the Supreme. On hearing the report, God the Supreme was equally surprised and had the same misgivings. He had no alternative but to send the two sons of the giant Kua E, who was in fact Kua Fu, to carry the mountains away on their backs. One of the mountains was put to the east of Shuo[1] and the other was placed at the north of Yong[2]. The two mountains which were formerly a pair are now separated from each other, one in the south, the other in the north

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[1] In the present Shuoxian county, Shanxi Province.

[2] In the north of Shaanxi Province and the northwest of Gansu Province.

10. JINGWEI TRYING TO FILL UP THE SEA WITH TWIGS AND PEBBLES

Yan Di, this god of the sun, had a favorite daughter by the name of Nüwa. One day, she steered a small boat to the east sea for sport. Unfortunately, a terrible storm came on of a sudden and a mountain of a wave capsized her boat. Nüwa was drowned in the sea and was never to return. Although Yan Di deeply regretted the loss of his daughter he had no way to restore her with medicine. All he could do was to reconcile himself to his loss and lament her death all alone.

Nüwa's soul turned into a bird called Jingwei. With a florid head, a white beak and red claws, Jingwei somewhat resembled an owl and lived in the Fajiu Mountain[1] in the north. Because Nüwa detested the sea that so cruelly deprived her of her young life, she often carried a pebble or a twig in her beak from the height of the Fajiu Mountain to the great east sea. Hovering over the roaring waves, she cast the pebble or twig into the sea in an attempt to fill it up.

The Sea rolled and roared, showing his snow-white teeth. Mockingly he said:

"Forget it, little bird! Even if you can labour as you have for a million years, you can never expect to fill me up!"

In the air Jingwei replied to the Sea, "I will fill you up even if I have to work for ten million years or for a million million years, till the doom of the universe or Judgment Day, if necessary."

"Why do you hate me so deeply?"

"Because you have robbed me of my young life and will very likely rob more young innocent people of their lives."

"Then, do as you like, please yourself you silly bird!" the Sea thundered with laughter.

Jingwei shrieked mournfully in the air:

"Yes, I will! I will work non-stop forever! I will in time fill you up and turn you into a stretch of land. Sooner or later you'll see, you hateful Sea."

She was flying away from the sea as she cried. Back to the Fajiu Mountain, she carried as before twigs or pebbles in her bill and threw them into the sea. She went back and forth and never stopped to take a rest. To this very day she still carries on the same job.

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[1] Also called the Fabao Mountain or the Luge Mountain, in the west of the present Changzi county, Shanxi Province.

From *Stories from Chinese Mythology*, Translated and edited from Yuan Ke's *Newly Edited Mythical Stories* and *Translation of a Hundred Selected Myths* by Ke Wen-li and Hou Mei-xue, Nankai University Press

41. GUN STOLE PRODUCTIVE SOIL TO DAM UP FLOODS

Yao was an unfortunate emperor indeed. Following the drought came a flood, which lasted for at least twenty-two years. The dreadful scene of disaster prevailed throughout China. On the submerged land, people could find no place to live and, young and old alike, drifted on the flood waters. Some managed to climb on to mountains to find shelter in caves; some floundered in the flood waters until they caught onto a tree top where they perched like birds. All the crops were laid waste. Birds and beasts driven out of their habitats were contending with human beings for a dry place to live. So in addition to hunger and cold, people had to fight off these wild animals. Theirs was indeed a hard life.

Emperor Yao anguished to see his people suffering from the flood, but he could think of no way to relieve their distress.

How did the flood occur? It was said that people

on earth had committed blunders that had kindled the anger of God the Supreme, so he let the flood befall them to serve as a warning. It was Gong Gong, the water god, who was ordered to perform the duty. This Gong Gong who was granted the title of Water God was a descendant of the Gong Gong who knocked his head against the Buzhou Mountain in the Nü Wa era. The present Gong Gong was only too glad to take advantage of the situation to display his ability; that was why the flood continued for so many years and prolonged the sufferings of the people.

All the gods in the heavens remained indifferent to the disaster except one god called Gun, who felt sincere compassion for the human race.

Gun used to be a white horse, whose father was Luo Ming, whose father was Huang Di, God the Supreme. So this Gun was a grandson of Huang Di, who ruled the universe. As a consequence he was naturally a powerfully great god in heaven.

The great god Gun was very much dissatisfied with the tyrannical measures his grandfather took against the human world. He had been trying to rescue the poeple from the flood so that they could restore their life of peace and happiness. More than once he

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pleaded with his grandfather for permission to pardon the people and call back the flood to heaven, but the stubborn God the Supreme not only turned a deaf ear to his admonition but reprimanded him as well.

His appeal and admonition being of no avail, the great god Gun resolved to find a way to subdue the flood and rid the people of their sufferings. But how, since the flood reigned all over China? Although he had divine power and tried hard, he found no solution to the problem, so he was quite depressed.

One day, Gun was in a gloomy mood when an owl and a tortoise happened to come over to him and asked him why he was unhappy. Unable to conceal the fact, he had to explaih the reason.

"It's no difficult job to check the flood," said the owl and tortoise in one voice.

"How?" Gun asked anxiously.

"Do you know there is a treasure called 'Productive Soil' in the celestial court?"

"Yes, I've heard of it, but I don't know what it is for."

"'Productive Soil' can multiply endlessly. If you get a small lump of it and cast it onto the earth, it will immediately grow into an enormous bank of earth. Do you have to worry that you can't stem the flood with such a treasure?"

"Well, do you know where it is hidden?"

"It is a priceless treasure possessed by God the Supreme. How can we know where it is hidden. By the way, do you mean to say that you want to steal it?"

"Yes," Gun answered. "I've made up my mind to do so."

"Don't you fear your grandfather's severe punishment?"

"I'll accept the consequences," said Gun with a calm but sad smlie.

Needless to say, the productive soil, regarded as the most valuable treasure by God the Supreme, was most secretly hidden and of course tightly guarded by very brave deities. However, the great god Gun, who had set his heart on rescuing the people from their misery, managed to think of a way and spirited it away.

With the soil, Gun lost no time in descending to earth to dam up the flood for the people. As miraculous as expected, just a very small amount of the soil soon heaped up into huge banks that stopped the flood. Besides, the flood waters were absorbed by the soil.

Gradually the flood waters receded and in its place was a vast stretch of green undulating land. People came out from the caves in the mountains and down from the tops of trees. Happy smiles passed over their emaciated faces again. Filled with joy and gratitude to the great god Gun, they were prepared to re-establish their homes on the land.

The theft of the productive soil was eventually discovered by God the Supreme. He hated having such a thing happen in the kingdom of gods; he hated his thieving disobedient grandson even more. His anger flamed up and without hesitation he dispatched Zhu Rong, the god of fire, down to the earth. Zhu Rong killed Gun in the Yushan Mountain and snatched away the remaining productive soil. Consequently the flood started again and people's hope was dashed to pieces. Left once again in cold and hunger, people lamented the death of the great god Gun and their own misfortunes in particular.

The place where Gun was slain was called the Yushan Mountain, situated at the North Pole where sunlight does not reach. To the south of the mountain was Yanmen Gate where there was a divine dragon called Zhu Long (Illuminating Dragon). Human-faced and dragon-bodied, its total length was nearly a thousand *li*. Since the time of Pan Gu, the Creator, it had guarded the gate carrying a candle in its mouth in lieu of sunshine to illuminate the darkness. The nether world that people talked about, was perhaps somewhere in the neighbourhood of the Yushan Mountain. We can easily imagine the misery and desolation of the place where Gun laid down his life for the people.

As Gun had not fulfilled his aspiration to bring floods under control, his spirit refused to leave his body after he was killed. After three years his corpse had still not putrefied. What was more, within his belly he bred a new life, that is, his son Yu'. He kept the little new life alive and grown with his own blood in hopes that his son would carry on his unfulfilled mission. Yu grew and underwent changes in his father's belly and within three years he possessed all kinds of divine powers, even superior to those of his father.

God the Supreme was greatly alarmed when it came to his knowledge that Gun's corpse had not decayed in three years' time. So, for fear that Gun should one day turn into a roving spirit and stir up trouble again, God the Supreme sent a god down to earth who was to dissect Gun's body with a double-edged sword. The god went to Yushan Mountain to carry out his mission as instructed.

He was cutting Gun's belly with his sword when suddenly out sprang a horned dragon, which pranced and soared into the sky. This dragon of course was Yu, son of Gun. After the dragon Yu ascended to heaven, the dissected corpse of Gun turned into a yellow dragon and jumped into the abyss near the Yushan Mountain.

This yellow dragon was of a very ordinary sort without divine powers, for all his powers had been passed to the son. After Gun went into the abyss, he was never heard of again and all memory of him was lost. He lived a quiet life in seclusion and the sole purpose of his life was to see with his own eyes that his son would carry on his cause and rescue the people from floods.

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1. That is, Yu the Great or Da Yu.

CHINESE CLASSICAL POEMS

Goals:

1. To promote an appreciation of Chinese poetry
2. To promote an understanding of Chinese poetry as it relates to Chinese culture and history.
3. To foster an understanding of poetry as a means of expressing universal themes.
4. To encourage students to write poetry imitating classical Chinese styles.

Process - Jigsaw:

1. Students get into groups of five. Each group reads one poem, discusses it, and becomes an expert on it, using the accompanying questions as a guide.
2. The group splits up and each person joins another group of five, each of whom has read one other poem.
3. Each person explains to the others in the new group the poem he/she has read.
4. Each student will then have an in-depth knowledge of one poem and some knowledge of the other poems.
5. Each student writes an informal response to two of the poems.
6. Each student writes a formal essay about the poems as they relate to Chinese culture and history in particular or to universal themes.
7. Each student writes an original poem imitating some aspect of classical Chinese poetry and illustrates it.

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The Peasants' Lot

1. What is the theme of the poem?
2. What images are used?
3. Is a question being asked? What is the answer to that question?
4. The omniscient narrator is commenting on the peasant's lot. Do you think the peasant is aware of his own lot? Why or why not?

To A Friend

1. Who is the speaker? To whom is he speaking?
2. What is the mood, tone of the poem? How do you know?
3. Why is the speaker asking about the plum blossoms? What might they symbolize?
4. What are the important images in this poem?

The Boy Leaving Home

1. Why is the poem titled "The Boy Leaving Home" when it is mainly about the mother?
2. What is the mood, tone of this poem? What words provide the mood?
3. Paraphrase the last two lines.
4. Why does the poem end with a question? Is there an answer to the question?
5. Where do you think the boy is going?

Departure

1. Who are the "they" in this poem? Who is leaving?
2. What is the mood of this poem? What words indicate the mood?
3. Why do they have their backs to the light?
4. What images are effective in this poem?

On Returning to Live in the Country

1. Who is the speaker?
2. What comments does he make about his daily activities?
3. How does he describe the vegetation in his surrounding?
4. Explain the last line of the poem. Why does the speaker mention integrity, and how is it connected to the rest of the poem?

****

Writing a Formal Essay:

1. Write an essay in which you discuss the features of these poem that make them particularly Chinese. Explain by referring to aspects of Chinese culture and history.
2. Write an essay in which you discuss the universal features of these poems. Explain by making references to poems from other cultures.

Writing an Original Poem:

Write a poem of your own about a particular experience of departure, friendship, or work, creating a mood through imagery.

Brainstorm ideas first by jotting down
- A. what the experience was and where it took place.
- B. sensory images -- what you saw, heard, smelled, felt, touched.
- C. memorable words -- what someone said.
- D. how or why you remember this experience so vividly.

Combine the above elements into a poem that captures the moment.

Illustrate this poem.

诗意：烈日当头照的中午,农民还在锄草,汗水一滴滴掉到庄稼下面的土里。谁知道碗里的饭,每一粒都是辛苦种出来的啊!

The Peasants' Lot

Li Shen (772-846)

Hoeing the grass under the noonday sun,
His sweat drips on the ground beneath.
Who knows that on the dining plate
Every single grain means hardship.

悯　农（之二）

唐·李　绅

锄禾日当午，
汗滴禾下土。
谁知盘中餐，
（一作飧）
粒粒皆辛苦。

BEST COPY AVAILABLE

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To a Friend

Wang Wei (701-761)

You have just arrived from my hometown,
And should know what is happening there;
When you came, had the winter plum tree
Before my latticed window blossomed yet?

杂　诗

唐·王　维

君自故乡来，
应知故乡事。
来日绮窗前，
寒梅著花未？

诗意：您是家乡来的，应当知道家乡的事情。你来的那天，花窗前的寒梅开花了没有？

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The Boy Leaving Home

Meng Jiao (751-814)

The thread in the loving mother's hand;
Garments for the boy leaving home.
She knits them closely before he leaves,
Fearing he might be late returning;
Who knows if the heart of this young sprout
Can ever repay the spring's warm sunshine?

游子吟

唐·孟 郊

慈母手中线，
游子身上衣。
临行密密缝，
意恐迟迟归。
谁言寸草心，
报得三春晖。

诗意：慈祥的母亲手中拿着线，做成出远门的孩子身上的衣服。临行的时候，把衣服缝得结结实实的，担心孩子迟迟不回来。谁说小草的一点心意，能够报答得了多年春天的阳光给它的恩情呢？

Departure

Huang Jingren (1749-1783)

At departure they have no words for each other;
They only stand with backs to the light deep in thought;
She does not raise her head for a long time,
But her silk blouse is wet with tears.

别 意

清・黄景仁

别无相赠言，
沉吟背灯立。
半晌不抬头，
罗衣泪沾湿。

诗意：分别的时候，没有互相勉励和祝愿什么，而是背着灯站立、沉思不说话。半天低着头，泪水把绸衣都浸湿了。

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On Returning to Live in the Country

Tao Yuanming (376-427)

I have planted beans below the southern hill;
The weeds abound, the young bean shoots are few.
Early I rise in the morning to tend my rows,
When I return with my hoe I am wearing the moonlight.
The path is narrow, the flowers and grass are tall,
And my clothes are drenched in the dews of nightfall.
Wet clothes are nothing to worry about,
Only let not my integrity be abandoned ever.

归园田居（之三）

东晋·陶渊明

种豆南山下，　草盛豆苗稀。
晨兴理荒秽，　带月荷锄归。
道狭草木长，　夕露沾我衣。
衣沾不足惜，　但使愿无违。

诗意：豆荚种在南山脚下，野草长得茂盛，而豆苗稀少。清晨起来清除杂草，直到月亮出来才扛着锄头回家。道路狭窄又长满草木，夜晚的露水打湿我的衣服。弄湿衣服倒不可惜，只要不违背我的志愿就可以了。

The Three Teachings of China: An Introduction to Buddhism, Taoism, and Confucianism

Subject Areas:
World History
Asian Studies
Philosophy

Grades :
Middle school or
early Secondary

Submitted by:
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East High School
Anchorage, Alaska

Summer 1994

LESSON PLAN OVERVIEW

RATIONALE: Eastern philosophy and religion offers an interesting contrast to that with which most Americans are familiar. Few secondary students have been exposed to ideas beyond the Judeo-Christian, or Western, outlook. The Three Teachings of China -- Buddhism, Confucianism and Taoism -- have endured almost 25 centuries and make them among the oldest existing belief systems today. Their longevity and the vast number of people world wide who adhere to them attest to their importance to any high school curriculum.

OBJECTIVES:

1. COMPREHENSION: Students will be able to understand the historical roots and beliefs of Buddhism, Confucianism and Taoism.

2. SKILLS: Students will improve listening, note taking and writing skills, as well as drawing inferences, comparing and contrasting different belief systems.

3. VALUES: Students will appreciate that another way of viewing the world exists in contrast to a Western/European one.

PROCEDURE: The curriculum is divided into three parts:

*Buddhism
*Confucianism
*Taoism

Each part has a brief introduction or background information, one or two parts to the lesson, and questions to further class discussion. This may be used alone or in addition to the information provided by the textbook.

MATERIALS: Reproductions can be made of

1. "Overview of Hinduism,"
2. "Notes on Buddhism"
3. "Miracle of the Bamboo Shoots" from Hsiao Ching
4. "The How of Pooh" from the Tao of Pooh
5. Toothpicks and a small bowl of vinegar
6. Paintings or statues of Buddha (optional)

RECOMMENDED TIME: Approximately 5 class periods.

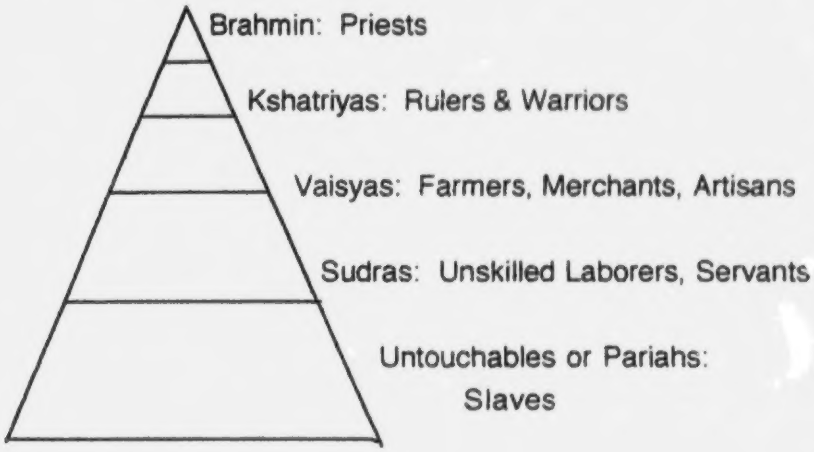
EVALUATION: See end of unit for ideas

BUDDHISM

I. Overview of Hinduism

Students should have a basic understanding of **Hinduism,** for this is the root of Buddhism, China's major religious group. Brief notes on Hinduism may introduce unit.

Caste System: Strict social stratification based on birth.


Brahmin: Priests
Kshatriyas: Rulers & Warriors
Vaisyas: Farmers, Merchants, Artisans
Sudras: Unskilled Laborers, Servants
Untouchables or Pariahs: Slaves

Reincarnation: Belief that the soul passes from one body to another in a continuous cycle of death and rebirth. Hindus believe that if one performs the duties (*dharma*) of one's class, s/he will be reincarnated to a higher level in the caste system; if one fails to fulfill one's obligations, s/he will be born in a lower class.

Example: A member of the Kshatriya class must be willing to fight, kill or be killed in order to be reborn a Brahmin; a girl must obey her father, then husband and eventually her sons.

*Use the article from the Anchorage Daily News (1/12/93) "Boy, 5, thought to be holy lama" to capture students interest in the concept of reincarnation

Moksha: The ultimate goal of Hinduism is to rise through the caste system. Only a priest (brahmin) can reach a state of perfect understanding, called moksha. The soul will then merge with the all-powerful and unifying spirit, Brahman.

II. Guided Writing Activity

This activity is a combination of listening and note taking skills. Students should receive a copy of outline "NOTES: BUDDHISM." While the teacher explains the introduction, students should fill in the blanks.

Answers for top part of handout:

Siddhartha Guatama
brahmin
Sudras
wisdom
reincarnation
enlightened
Buddha

Together, look over Siddhartha's four questions. Students should close their eyes and listen for the answers as you read the following story.

"The Four Passing Sights"

Siddhartha Guatama is considered the founder of the religion of Buddhism. This legend explains how he challenged the ideas of the priestly class and became one of history's most famous figures, Buddha.

Siddhartha was born in 563 B.C. near the foothills of the Himalayas. Born to the Kshatriya class, he lived a life of luxury in his family's palace where his every desire was granted. As a Hindu, he only needed to fulfill his dharma as a warrior to be reincarnated into the highest class, the brahmin.

Siddhartha's father had had a terrible dream which a fortune teller interpreted. He was afraid that Siddhartha might deny his role in life as a wealthy warrior and fail to fulfill his duty as a warrior. This was his destiny in life. Instead, his dream warned him that Siddhartha would choose to become a homeless monk who wandered the countryside. Denying one's dharma would result in a rebirth in a lower class.

The father, being so afraid for his son, tried to shelter Siddhartha from the world. He was forbidden to leave the palace walls, and servants pampered him so he never knew pain, suffering or death.

As Siddhartha grew older, however, his curiosity could no longer be contained. He decided to sneak beyond the palace walls to see the countryside. As he was driving his chariot, he came along a SICK MAN by the side of the road. Siddhartha asked himself, "WHAT IS PAIN?" *(Students may open their eyes and answer the question)* Siddhartha was terribly upset for he had never seen a sick man, nor pain!

The next day, Siddhartha again ventured into the countryside. He marveled at all the peasants toiling in the fields. After a while, he noticed an OLD AND FEEBLE MAN beside the road. Siddhartha was shocked, and asked the question, "WHAT IS SUFFERING?" (*Students may open their eyes and answer the question)*

Siddhartha went into the countryside for a third day. Posing another question to himself, "WHAT IS DEATH?", he then noticed a dead man along the road. (*Students may open their eyes and answer the third question)* .

Having seen these three awful sightings, Siddhartha's peace of mind was robbed. He was upset at his father for having tried to shelter him from the real world. He left the palace, giving up his wealth and title, and wandered the countryside in search of wisdom. For six years, he lived a life of harsh discipline and suffering. He ate only a grain of rice each day. Despite these deprivations, however, Siddhartha realized that he gained pain, not wisdom.

One day, while sitting under a tree, Siddhartha was approached by a man in a yellow robe. After a lengthy conversation, Siddhartha felt that the truth became clear to him. From then on, Siddhartha was called Buddha, "the Enlightened One." (*Students may open their eyes and answer the last question)* .

Answers to four questions:

1. Pain is a sick man.
2. Suffering is a sick and feeble man.
3. Death is a dead man.
4. Answers may vary and include: Siddhartha realized that life is full of pain, suffering and death, and one's role in society cannot hide this reality. Perhaps the three men sighted on the road represent the unavoidable stages in every person's life.

Finish note taking while leading discussion on each of the Noble Truths. Students may be able to guess what the next logical truth is, and often have firm beliefs on whether the statements apply to their lives today.

Answers to the Four Noble Truths:

1. First Noble Truth: Everything in life is suffering and sorrow.
2. Second Noble Truth: The cause of suffering is self-centered craving and wanting things that cannot last.
3. Third Noble Truth: The way to end all pain is to end all desires.
4. Fourth Noble Truth: One may overcome desire and attain enlightenment by following the eight fold path.

Answers to the Eight Fold Path (fill in the "steps")

1. Righteous and generous living
2. Renounce material pleasures
3. Control emotions
4. Meditate selflessly
5. Respect all living things
6. Acquire knowledge
7. Cultivate goodness
8. Speak truthfully

Upon mastering each step, one escapes the cycle of rebirth and is released from pain and suffering. **Nirvana,** the release from pain and suffering, is the goal of Buddhism.

III. Evaluation: Students should choose one of the following questions to answer:

A. Describe the fundamental differences between Hindu and Buddhist beliefs.

B. If you were to follow the Eight Fold Path, how would your life have to change? What would be the hardest for you? Easiest? Why?

C. From your experiences, do you agree with the Four Noble Truths? Are there any universal truths? What might they be?

D. Learn more about Buddhism. What qualities should one seek? How has the religion changed over the centuries?

NOTES: BUDDHISM

Name ____________________,
Date ___________ Period ____'

Directions: Listen to the introduction on Buddhism and fill in the missing words.

Siddhartha _________________ challenged the ideas of the _________________ priests in 530 B.C. He claimed that even people born in the lowest class, such as the __________________, could gain enough ___________________ in one lifetime to escape the life cycle of death and rebirth called ________________________.

I will now read you a short story about how Siddhartha answered three questions in order to become "_________________". From that time on, he was called ___________, which means the "enlightened one."

Please close your eyes as I read and watch the story unfold. Keep your pen poised and ready to respond when I tell you to open your eyes after each question.

1. WHAT IS PAIN?

2. WHAT IS SUFFERING?

3. WHAT IS DEATH?

4. WHAT DO YOU THINK SIDDHARTHA REALIZED WHILE SITTING UNDER THE TREE? WHO DO YOU THINK THE MAN IN THE ROBE WAS?

Eventually, Buddha taught others about his beliefs. These were called the **Four __________ Truths.**

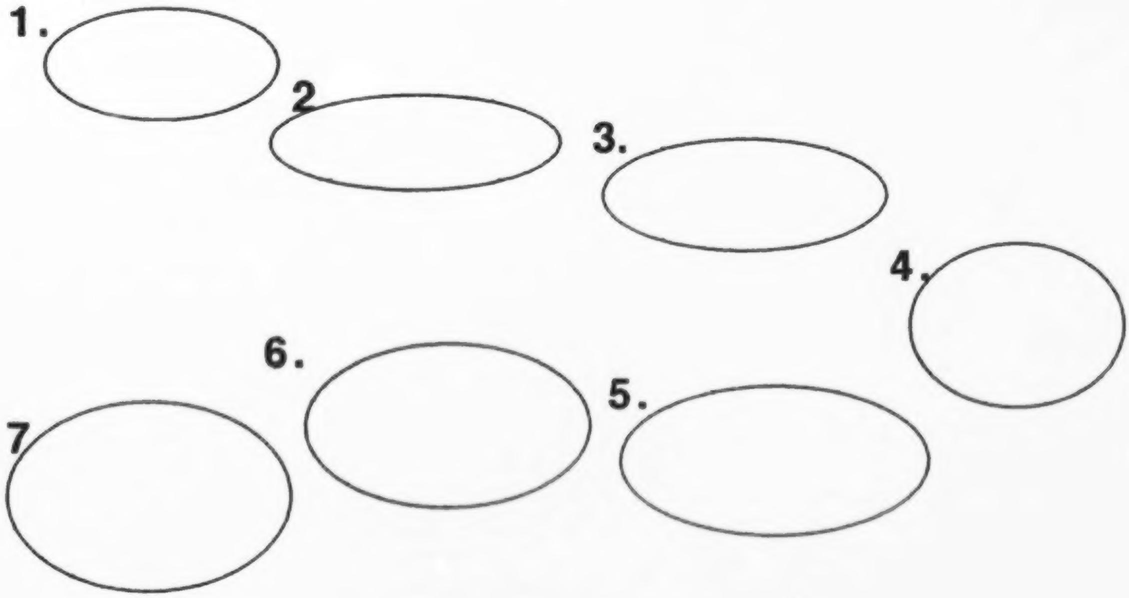
First Noble Truth: ____
____.

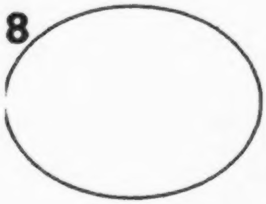
Second Noble Truth: ____
____
____.

Third Noble Truth: ____
____.

Fourth Noble Truth: ____
____
____.

To follow the **Eight Fold Path**, one must attain the correct attitude; this may take a lifetime to achieve.





When the steps of the Eight Fold Path have been incorporated into one's life, then one is released from pain and suffering and has achieved the ultimate goal of Buddhism.

This state of mind is called ____________________.

ADN 1-12-93

Boy, 5, thought to be holy lama

The Associated Press

VICTORVILLE, Calif. — Simon Heh may look like an ordinary 5-year-old, but Tibetan Buddhist monks believe that he is the reincarnated spirit of a high-ranking holy lama who died nearly 50 years ago.

Simon was discovered last year when he met Geshe Lobsang Tsepel, a monk who operates a Tibetan center 140 miles away in San Diego.

"I know you," the boy told the religious leader.

Tsepel, 62, dismissed it as mistaken identity until Simon persisted, saying, "You have been my best friend."

Tsepel then dreamed about a teacher he once had, a high-ranking lama named Lobsang Phakpa who died in China in the early 1950s.

Troubled by whether this boy of Chinese and Tibetan ancestry could be Phakpa reincarnate, Tsepel spoke with Simon's family and learned that they had questions of their own about the youngster.

The boy's grandmother, Dolma Lhakyi, told Tsepel that Simon began making accurate predictions last March — like not to trust a certain person or to avoid a certain activity lest something bad happen.

The Associated Press

Simon Heh is pictured at monk's home in San Diego.

Tsepel wrote to holy leaders at his old monastery in India, but not wanting to sway their opinion, he said he thought Simon could be the reincarnation of one of five former monks.

Tibetan Buddhism is one of many denominations within the Buddhist religion. All Buddhists believe in reincarnation, but Tibetan Buddhists are fervent in their faith that important holy leaders return to this world as babies.

The leaders wrote back with their ruling that Simon was a monk who once had been named Lobsang Phakpa. That marked the end of Simon Heh, little boy, and the creation of Sanggyal Dorjee, boy lama.

In Tibetan, Sanggyal (pronounced song-hey) means "Buddha" and Dorjee means "strong."

Tibetan Buddhist monasteries in India are filled with hundreds of young lamas, including many regarded as reincarnated monks — called Rinpoches or Tulkus — prompting skeptics to suggest that signs were misread or politics entered into decisions about their destiny.

What sets Sanggyal apart is that Tibetan Buddhists rarely declare reincarnated spirits in children so far from their monastic homes.

Sanggyal may be the first boy lama found in the United States, said Lance Nelson of San Diego State University and the University of San Diego, an expert in Eastern religions.

BEST COPY AVAILABLE

CONFUCIANISM

I. Background

During the Chou dynasty (1027 to 221 B.C.), China endured a series of bloody wars among the various states. The warring noble families were uncontrollable as they fought for their own territory. The Chou emperors were almost powerless, and scholars and philosophers from around the Middle Kingdom attempted to find solutions to the chaos.

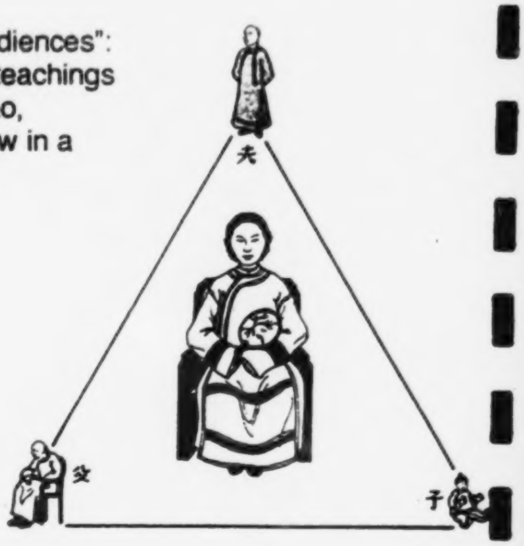
Confucius, or K'ung Fu-tsu, was born about 12 years after Siddhartha Guatama. He came from an intellectual family where he was trained in music, moral character and history. His concern centered around the loss of faith in the Son of Heaven, the emperor. He believed that people must accept their place in the world for peace and harmony to return.

Confucius established **five basic relationships.**

RULER	SUBJECT
FATHER	SON
HUSBAND	WIFE
OLDER BROTHER	YOUNGER BROTHER
FRIEND	FRIEND

Women's lives were organized around the "three obediences": father, then husband, and eventually son. Confucian teachings clearly dictate that women are inferior to men. Pan Ch'ao, China's most famous woman scholar, supported this view in a book called Lessons for Women. She writes of the Four Virtues which are:

- Womanly virtue: know your place, be modest, always be last
- Womanly words: do not speak too much or in coarse language
- Womanly bearing: always appear attractive to your husband
- Womanly work: do household chores neatly and quickly



Confucius stressed social harmony with a strict **set of values**, including honor towards the family and community, loyalty, respect, sincerity and courtesy. Children must practice filial piety and give unquestioning respect for elders.

II. "Miracle of the Bamboo Shoots" from the *Hsiao Ching.*

Give students a copy of the verse and questions, or read aloud.

> Meng Tsung, who lived in the Ch'in dynasty, lost his father when young. His mother was very ill, and one winter's day she longed to taste a soup made of bamboo shoots, but Meng could not procure any. At last, he went in to the bamboo grove, and clasping the bamboos with his hands, wept bitterly. His filial love moved nature, and the ground slowly opened, sending forth several shoots, which he gathered and carried home. He made a soup of them, which his mother tasted, and immediately recovered from her malady.

Questions:

1. Which of Confucius' basic relationship is being described?
2. Which fundamental Confucian values are stressed?
3. What is it that "moved nature"?
4. How might a Buddhist react to Meng Tsung's plight?

III. Moral Education in the elementary school

Chinese schools place a great deal of importance to moral education. In fact, in addition to academic success and physical requirements, morals determine the educational program for every child. Lesson plans and posters are two methods of communicating values to youngsters.

This is a partial list of values taught to elementary school children.

- Patriotism
- Respect for parents and teachers
- Love and consideration for others
- Courtesy and orderly behavior
- Honesty and sincerity
- Responsibility and love of labor
- Respect for the environment and public property
- Good reading material
- Smoking,drinking, gambling prohibited

Questions:

1. Which values reinforce classic Confucian ideas of morality?
2. Which values are stressed in American schools? How are they taught?

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TAOISM

I. Background information

If Confucius saw that the solution to China's problems lay in creating a rigid society based on *social order*, obedience and strict codes of conduct, Lao -Tse believed social harmony would only return to China if *natural order* were followed. Confucists relied on behavioral lessons which must be taught; Lao-tse said that truth could only be felt.

Lao Tzu was born in 575 B.C. during the Chou Dynasty. He was one of many scholars who sought peace during this period of "warring states." Living simply and in harmony with nature is the way to peace. This is the core of **Taoism**, "the way" to truth. Whereas Confucists demand hard work and discipline, a Taoist creed is "Those who strive for nothing cannot be disappointed."

II. Tao Te Ching

The Tao Te Ching, or "The Book of the Way and Virtue", is an anthology of Taoist tenets from the fourth century B.C.

TWELVE

The five colors blind the eye.
The five tones deafen the ear.
The five flavors dull the taste.
Racing and hunting madden the mind.
Precious things lead one astray.

Therefore the sage is guided by what he feels and not by what he sees.
He lets go of that and chooses this.

Taoism is an introspective philosophy which tries to shut out the world altogether. Simplicity and thought are the guiding forces.

III. The Tao of Pooh, by Benjamin Hoff

The Tao of Pooh explains Taoism in the style and simplicity of one of the most simple characters, Winnie the Pooh. Without permission from Penguin Books, however, I cannot reprint the passage I read to my students. The book should be easily attained, though; I read pages 1-6, "The How of Pooh." This introduction illustrates the differences between the Three Teachings of China, Buddhism, Confucianism and Taoism with an analogy to a famous painting, "The Vinegar Tasters."

Introduce the reading by giving students a toothpick dipped in vinegar. Ask them to taste it and describe the flavor. In the painting "The Vinegar Tasters," vinegar is a metaphor for life. Confucius, Buddha and Lao-tse each react differently to the vinegar: Confucius sees life as sour, Buddha views life is bitter; while Lao-tse considers the vinegar -- and life -- sweet for as long as that is its Inner Nature, all is well with the world.

After reading the selection from the Tao of Pooh, have students go back and use the information to create a chart contrasting the three beliefs.

CONFUCIANISM	**BUDDHISM**	**TAOISM**

EVALUATION

I. Create a list of quotes or statements from each of the lessons. Students should be able to identify which of the Three Teachings they represent.

2. Students may choose one of the Three Teachings to investigate further. This may be accomplished through research, or visiting a local Buddhist or Taoist temple.

3. Make a visual representation, such as a poster, of Buddhism, Taoism or Confucianism.

4. Students may write an essay describing their own philosophy. How would the "vinegar" taste? Have students use the Three Teachings to compare and contrast their own opinions about the world.

LITERACY IN CHINA:
UTILIZING PRIMARY SOURCE MATERIAL IN THE ELEMENTARY SCHOOL LIBRARY MEDIA CENTER

by

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1994

LITERACY IN CHINA: UTILIZING PRIMARY SOURCE MATERIAL IN THE ELEMENTARY SCHOOL LIBRARY MEDIA CENTER

OBJECTIVES:

To increase student knowledge and understanding of China as a developing nation with a large population.

To increase student awareness of illiteracy as an obstacle to China's development.

To increase student ability to understand primary source material in a variety of media.

To challenge students to understand their role in becoming literate citizens of the United States Virgin Islands.

STRATEGIES:

SESSION ONE

WHAT DOES THAT SIGN SAY?

Motivation: *Teacher Notes:* Activate student's prior knowledge of China and the Chinese language. Lead students to understand the importance of the written word to understanding daily transactions. Ask questions like: How do you know what is on the page if you can't read the language? How do you feel about not being able to read? List things you do in everyday life that depend on reading or writing.

Activity 1: Each group of students will observe laminated sheets of print material written in Chinese. The material includes a page from a Chinese newspaper, shopping receipt, business card, greeting card, advertisement, a page from a children's reader, McDonald's tray mat, etc. Groups will be asked to decide what they have before them; what do you suppose it says, etc.

VIDEOTAPE

Motivation: *Teacher Notes:* Locate China on a globe. Define literacy as the ability to read and write a language.

Activity 2: Introduce the videotape, "Literacy in China: Problem and Promise," by referring to the reasons we think reading is important. The video will illustrate some of the literacy problems in China and why the Chinese want to overcome illiteracy.

READING ABOUT CHINA

Motivation: *Teacher Notes:* The intent is to engage students in independent work outside of school. A double-entry journal is a type of reading log. Students draw a line down the middle of one page of a notebook. As they read a passage from their library book, on the left side of the notebook page, they are to jot interesting or important words, phrases, sentences, ideas, points, details, and the like. It can be a quote or a summary. The important thing is that it be the interesting or important, main ideas or main events from the passage. Then, on the right side of the notebook page, they write their own comments about the material on the left side. It can be questions, reactions, or expressions of confusion. It can relate to other reading or from their own experience. It can be about their feelings, thoughts, or ideas. Anything is acceptable.

Activity 3: Students will select two books from the China bibliography of books in the school library. Students will respond to the book by writing a double-entry in their journals.

SESSION TWO

CATEGORIZATION

Motivation: *Teacher Notes:* Utilize the whole class to go over the exercise. This is the first of three pre-reading activities for the students.

Activity 4: Students will group like words to unlock new vocabulary.

PROBABLE SENTENCES

Motivation: *Teacher Notes:* Read the phrases together. Define words in each phrase (someone from the class should know it). If necessary, use dictionary to check definitions. Utilize working with a partner to facilitate this activity. All sentences are acceptable.

Activity 5: Students will make up sentences using vocabulary from the newspaper article before they see the article.

ANTICIPATION GUIDE

Motivation: *Teacher Notes:* This is the last of the pre-reading activities. Students are to go right into reading the newspaper article after the anticipation guide is completed.

Activity 6: Students will work in pairs to answer the true/false statements.

NEWSPAPER ARTICLE

Motivation: *Teacher Notes:* Depending on the ability of the students, the teacher may read the article aloud to the class. After reading the article, students are directed to once again meet with their partner to correct or edit the anticipation guide to make the statements read correctly. Go over the guide at that time with the whole class.

Activity 7: Students will read the CHINA DAILY article, "Ending Illiteracy Among Rural Women."

PROBLEM SOLVING IN ACTION

Motivation: *Teacher Notes:* Look for paragraphs in the newspaper text that directly answer the questions. Have students re-read those parts. Remind students to keep up with their reading of books about China and writing in their journals.

Activity 8: Students and teacher discuss the questions on the handout.

SESSION THREE

LITERACY PUZZLE

Motivation: *Teacher Notes:* Divide pieces of the puzzle among the class and have students put the pieces together making a class puzzle. Call attention to the idea that all of these factors are interrelated. Discuss why each piece of the puzzle is a factor of illiteracy.

Activity 9: Students will complete a class puzzle, following the pattern of their individual puzzles.

FILM

Motivation: *Teacher Notes:* Relate what we have already learned about women in rural China. Do you think women in the United States are treated the same as women in China?

Activity 10: Students will view the film, "Small Happiness: Women in a Chinese Village." Students take notes on the film. Follow the viewing guide that accompanies the film.

SESSION FOUR

WEBBING

Motivation: *Teacher Notes:* Possible key points are: China is a large, diverse country. China is a developing country. China has a literacy problem. Rural China has more illiterate people than urban areas. Rural women have obstacles to becoming literate. China is doing something about illiteracy. Illiteracy is tied to social problems of unemployment, homelessness, abuse violence, etc. The U.S. and the U.S.V.I. also have illiterates in the population. Stay in school and become literate.

Activity 11: Using a web as a graphic organizer, summarize key points the students learned from the unit.

GAME OF DESTINY

Motivation: *Teacher Notes:* Engage prediction skills as you set up the game. Talk about the following: 1. In traditional Chinese society, which jobs needed literacy? 2. How does the selection of items to choose reflect the desires of the parents for their children? 3. What jobs today, if we were to play the game, would not need a certain degree of literacy?

Activity 12: On a baby's first birthday, the parents lay out writing brushes, an abacus, scissors, ruler, scale, and other things. Whatever the baby grabs or likes to hold tells what the baby might become when he or she grows up. The brushes would mean a teacher, an abacus would mean a store manager, the scissors would mean a craft person, the ruler would mean a carpenter. Play the game without revealing the meaning behind the symbols. Add a toy car, baseball cap or other modern items. Invite several students to come up and choose. After several have been selected, discuss the symbolism.

EVALUATION:

Through discussion and sharing students show their increased knowledge about China.

Through activities students demonstrate their increased ability to use primary source material when studying a topic.

Student assessment of their awareness of the problems of illiteracy in China is evaluated with another activity sheet.

EVALUATION

Motivation: *Teacher Notes:* Students, working in groups, will make Chinese wall posters following the directions. Have on hand red and black markers and white or red paper cut in wall poster sizes (6" x 6"; 6" x 8"; 6" x 36" streamers). Display the finished wall posters.

Activity 13: Students will write and construct Chinese wall posters.

MATERIALS:

Realia brought back from China trip to include printed materials, maps, books, newspaper articles, abacus, four treasures, etc.

Slides from China trip which were converted into a videotape with sound and narration titled, "Literacy in China: Problem and Promise."

Videotape from Assignment Discovery, "Small Happiness: Women in a Chinese Village." I used the Cable in the Classroom Assignment Discovery program that is copyright clear through 1995.

CHINA DAILY article, "Ending Illiteracy Among Rural Women" July 4, 1994.

School library bibliography of China related books to include fiction and non-fiction, print and non-print media.

Student handouts/activity sheets: Probable Sentences and Problem Solving; Categorization; Anticipation Guide; Literacy Puzzle; Webbing; Viewing Guide; Evaluation.

BACKGROUND NOTES:

I went to China to look at literacy. As an educator I know that without basic reading and writing, access to a larger society is limited. As a citizen of the United States I know literacy is necessary to participate in democracy. Literacy is a gauge of civil society.

New China is quick to admit that literacy is a challenge. The immense size of their population on the one hand and the vastness of the country together with the diversity of the people create enormous challenges.

The lessons in this unit are an attempt to engage upper elementary students in the scope of the problem. Students will interact with primary source material that I brought back from China. They will draw conclusions about literacy in China and specifically the challenges rural women face in overcoming generations of illiteracy.

Students will be asked to make inferences about literacy in their own community from their own perspective. Literacy is a serious challenge to the United States today. The roots of illiteracy are historically different in the two countries. The solutions to the issues will be different in different locations.

My interest is not to single China out for criticism so much as to use the China literacy problem as a mirror for my students to recognize the difficulties both the United States and China share around this issue

Student activity sheets are included. The activity number corresponds to the activity in the strategies.

Activity 2:

VIDEOTAPE

Text of videotape titled, "Literacy in China: Problem and Promise"

START

#1 Literacy in China: Problem and Promise

#2 (Scenic view)

#3 First some facts. China is a very big country.

#4 China has the largest population in the world -- over one billion people.

#5 China is a developing country.

#6 It is changing rapidly in technology, in science, and in better social conditions.

#7 As one of the oldest civilizations on earth, China is still very much a traditional society.

#8 China is a rural-based society. The majority of the people live and work in the countryside.

#9 And China is a socialist society with central control under the Chinese Communist Party.

#10 As a great civilization, the Chinese dominated their part of the world for thousands of years.

#11 Now as a developing nation, the Chinese are committed to being full economic participants in the world.

#12 Economic goals are tied to educational goals for New China.

#13 Literacy is a goal the government has targeted for attention.

#14 In traditional Chinese society only males were educated. Learned Chinese studied the sayings of Confucius. Well educated Chinese wrote poetry and songs.

#15 The long educational tradition in China is both a treasure and a deterrent to achieving literacy in New China.

#16 Before the Communist Revolution in 1949, 80% of the population did not read or write. In rural areas it was as bad as 95%.

#17 After the Revolution, the Communist leader, who's name was Mao Zedong, sent millions of teacher volunteers into the countryside to teach basic reading and writing.

#18 The 1990 census ranks China at 15% illiteracy. While this is a dramatic improvement, much remains to be achieved. Most of the 180 million illiterate people in China live in rural areas.

#19 Today, six year compulsory schooling has been achieved. The goal for the new century is to require students to complete nine years of school.

#20 Chinese is the language in the schools.

#21 It is the oldest language in the world still in use. Chinese is spoken by more people than any other language.

#22 Chinese writing goes back more than 3,000 years to a time when major events were recorded on animal bone and shells.

#23 Chinese is written with "characters" that represent word meanings rather than sounds. As a rule, a single character stands for each word.

#24 Minimal literacy is 3000 characters. With that you can read store signs. 6000 characters are needed to read the newspaper.

#25 Children must memorize thousands of characters. They practice making the strokes of each character over and over until perfect.

#26 Songs and rhymes help students remember the characters.

#27 Written Chinese is uniform throughout the country but spoken Chinese varies from region to region. Often the Chinese spoken in one part of the country is not understood by people living in another area.

#28 The difficulty of mastering Chinese has contributed to China's high rate of illiteracy.

#29 To help more people learn to read and write, the government developed a three-part program of language reform in the 1950's.

#30 First, the government established a national language, called "Putonghua," which is now used throughout China.

#31 A second language reform was the adoption of a simplified method of writing that reduced the number of strokes needed to form characters. Characters became easier to read and write.

#32 A third language reform was the creation of a new writing system that uses the alphabet. Called "pinyin," it is used to learn the national language in regions where other dialects are spoken.

#33 The Chinese have ambitious goals to increase the number of scientists by the turn of the century. They have a national goal to eliminate illiteracy by 2020.

#34 More schools and universities, better training for teachers, and improved schools will be needed. Education is seen as the key to China becoming a leader in the modern world.

#35 Local communities play an increasing role in supporting education. Town enterprises and the school itself are asked to finance education. Schools are charging student fees for activities and books.

#36 The government has established an adult education system in part-time schools, evening schools, and on-the-job literacy training. Television is widely used as a teaching tool.

#37 Illiteracy is related to social problems of unemployment, hunger, homelessness, and human rights.

#38 China will solve its problems in uniquely Chinese ways. They will not necessarily copy Western ways. They will adapt and create for themselves.

#39 Signs of increasing literacy are everywhere in New China. Printed material abounds, from wall boards to booksellers.

#40 Bookstores provide a wide selection of printed materials.

#41 All ages can find something of interest. Even popular American titles are translated into Chinese. Here is a copy of "I Reach for the Stars" by Christa McAuliffe.

#42 Bicycle pulled book trucks sell paperbacks to children. Bookstalls lend copies of books. For a small fee you can read on the spot or take home and return.

#43 China has a national system of libraries. Large modern libraries like this one are found at universities.

#44 China's publishing industry is controlled by the central government. Only authorized titles are sold at this bookstore in the capital city of Beijing.

#45 But common today are underground ways to sell books. Many titles are pornography while others are written by people who criticize the government. These publications are getting harder to stop as the demands of the market support such books.

#46 In this era of modernization, China's leaders have linked literacy with national growth and development.

#47 Education in any country is charged with the mission of preparing young people for success in the future.

#48 Literacy in China is a problem and a promise that if achieved, China will truly become a world leader.

#49 THE END Written and Produced by Marguerite Mackay

Activity 3:

CHINA BIBLIOGRAPHY

Books at E.M.W.S. Library

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Yep, Laurence. *Dragonwings*. New York: Harper Collins, 1975.

Directions:

Select two books from the bibliography to read for this part of the unit. Two "E" books count as one book. Utilize the CD-ROM disc, "National Geographic Society's Picture Atlas of the World" or the "Grolier's Encyclopedia" to research a China topic of your choice. Use of a-v will count as one of the books.

Respond to the books by writing a double-entry in your journal. Be sure to include title and author for your books. Remember to think about what you are reading and write in your journal your response to what you have read. Tell me what it makes you think about. Look for customs or ideas that are part of Chinese culture.

Activity 4:

CATEGORIZATION

This exercise will help you understand related meanings of new vocabulary. For each vocabulary item, decide which of the three words next to it does not belong. Cross out that word. Then in the space provided, describe how the other three words are related or why they belong together.

1. obstacle	difficulty	easy	barrier
2. middle-aged	senior citizen	40-60 years old	adult
3. co-ordinate	united	cooperate	divided
4. paired with	alone	together	coupled
5. measures	steps taken	provisions	degrees
6. remoteness	isolated	distant	near
7. wiping out	eliminate	erase	clean
8. handicap	help	disability	disadvantage
9. luxury	necessary	very expensive	extra
10. self-sufficient	self-contained	dependent	independent

Activity 5:

PROBABLE SENTENCES

Before we read this article on literacy in China let's activate what we already know about China and why we are looking into this right now. To help you sharpen your thinking I have listed several words related to literacy that you will encounter in the newspaper article. Work with a partner and create a good, probable sentence or two about literacy in rural China and the problems surrounding it. We will share these with the full class in 3 minutes.

ENDING ILLITERACY AMONG RURAL WOMEN

serious social problem
complete emancipation
deeply-rooted idea
random sampling
campaign
vicious cycle
per capita income
according to statistics
traditional farming techniques
shackled by poor education

****

Activity 8:

PROBLEM-SOLVING IN ACTION

1. What is the problem China is trying to solve?
2. How are they going about solving it?
3. What don't we know about the work being done?
4. What else do you think could be done?
5. How does this problem relate to problems you know about here in the V.I.?

Activity 6:

ANTICIPATION GUIDE

" Ending Illiteracy Among Rural Women"

Before reading the article work with a partner and decide if you think the statements are true or false. Indicate your decisions on the blanks on the left. After reading the article go over each statement and edit it to make it correct. Write your revisions on the sheet. (T=true; F=false)

1.________ Rural women in China are all illiterate.

2.________ According to statistics from the 1990 National Census, 90 percent of China's 180 million illiterate people live in rural areas.

3.________ With advances in rural economy and with more schools, young women have greater educational opportunities than older women.

4.________ Illiterate women in rural areas mostly work in farming.

5.________ As the country has industrialized, large numbers of male workers have left farming and gone into other occupations.

6.________ The more developed a region's economy is, the higher the illiteracy rate is.

7.________ Poor areas are not self-sufficient; they depend on wealthy districts for support and handouts.

8.________ In rural China, people have the deeply rooted belief that men are superior to women.

9.________ Most rural women have little desire to improve their education; they are happy with their lives just the way they are.

10.________ To be literate is to take a giant step up from poverty.

Partners for this search are: ____________________________________

____

Activity 7:

NEWSPAPER ARTICLE

Ending illiteracy among rural women

by Zhang Xia

DESPITE China's huge gains in economic and social development, women in the countryside have been unable to do much more than look on from the sidelines.

Their handicap: one in three rural women aged 15 and above is unable to read or write.

"This is a serious social problem which is hindering rural women's complete emancipation and society's progress," said Lai Li, a researcher with the Central Institute for Educational Research.

According to statistics from the 1990 National Census, 70 per cent of China's 180 million illiterate people are women. Among all illiterates, 90 per cent are rural residents.

To have a clearer idea of the situation of illiterate rural women, Lai's institute conducted a random sampling from May 1992 to early 1993 among rural illiterate people aged from 15 to 40.

The sampling confirmed the census results. Illiteracy rates for females were much higher than for males in seven of the 10 sampled provinces. In the other three, the two rates were about the same.

Among the sampled illiterate women, 64 per cent were between the ages of 30 and 40. The illiteracy rate of women within this age group was 38 per cent.

Between the ages of 15 and 19, however, the illiteracy rate was only 10.4 per cent.

This reflects the fact that, with advances in the rural economy and with more schools, young women have greater educational opportunities than their older generations had.

The task of wiping out illiteracy, therefore, should focus on the middle-aged.

Among illiterate women sampled, a third had never received any schooling; 43.6 per cent had received one or two year's schooling; and 23 per cent had basic reading and writing skills in the past but then gradually lost them.

Illiterate women in rural areas are mainly engaged in farming instead of traditional weaving and housework.

Three reasons may explain this situation, according to Lai.

> ***The high illiteracy rate of rural women results from many years of weak economic development in the countryside. But this is a vicious circle since the low education of women has, in turn, hampered the progress of the rural economy.***

First, with the readjustment of the rural industrial structure, large numbers of male workers have switched from farming to other occupations.

Second, because agriculture still largely relies on traditional farming techniques, there is little pressure to develop a highly-educated labour force.

Finally, rural women are unable to pull themselves out of their predicament by themselves. Shackled by their poor education, they have few chances to leave their land and seek other occupations.

The high illiteracy rate of rural women results from many years of weak economic development in the countryside. But this is a vicious circle, since the low education of women has, in turn, hampered the progress of the rural economy, Lai said.

The more developed a region's economy is, the lower the illiteracy rate is.

An investigation conducted in 302 towns in 1992 showed that in places where the per capita income exceeded 1,500 yuan ($172), 97.6 per cent of the school-age girls could attend class. Where the per capita income was less than 200 yuan ($23), 91.6 per cent could receive schooling.

In poor areas, farmers make barely enough to feed and clothe themselves. Tuition is seen as a luxury they can ill-afford.

Furthermore, poor areas are usually self-sufficient. Farmers still use primitive tools. They feel little need for or urgency in improving their education.

Compounding the problem, these poor regions usually have harsh natural conditions. The remoteness of the settlements and the poor transport services make it hard for children to travel to school.

Also in these places, people have the deeply-rooted idea that men are superior to women. Farmers usually choose to spend their limited education funds on their sons. Daughters are kept at home to do housework and look after their younger sisters and brothers.

For middle-aged women, the biggest obstacle to education is the heavy burden of raising children. Among the sampled illiterate women between ages 30 and 40, 22 per cent had three or more children with little time or energy left over for study.

However, most rural women have a strong desire to improve their education and they co-ordinate well with the government's efforts to wipe out illiteracy. By the year 2000, the State aims to have illiteracy eliminated among the young and middle-aged.

Some women, however, believe education is of little use to them, said Lai.

Rural women can be more enthusiastic about literacy efforts, she suggested, if the campaign is paired with attempts to improve their farm and living conditions as well as their children's education.

After all, learning to read and write alone is not the ultimate goal of wiping out illiteracy. Rural women should realize that to be literate is to take a giant step towards eliminating poverty.

Measures should also be adopted to prevent rural girls from dropping out of school, blocking the source of the emerging problem, said Lai.

CHINA DAILY July 4, 1994

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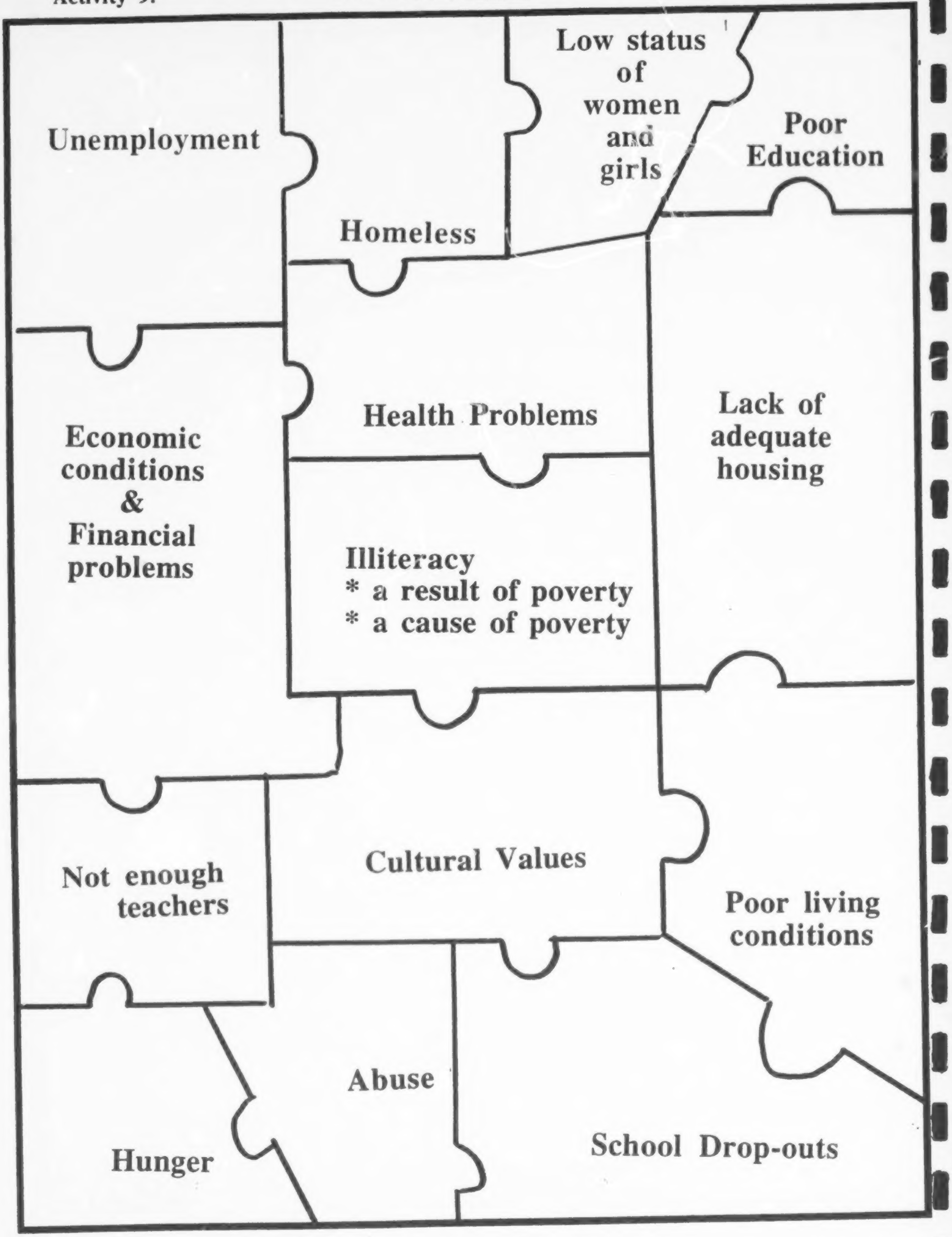
Activity 9: LITERACY PUZZLE



Activity 10:

VIEWING GUIDE

Think about the following questions as you view the film, "Small Happiness: Women in a Chinese Village."

How were marital engagements traditionally made in rural China?

Why is the Chinese government concerned about population growth?

Why do villagers in rural China prefer boy children to girl children?

Listen for the following vocabulary words as you view the film:

feudal

descendants

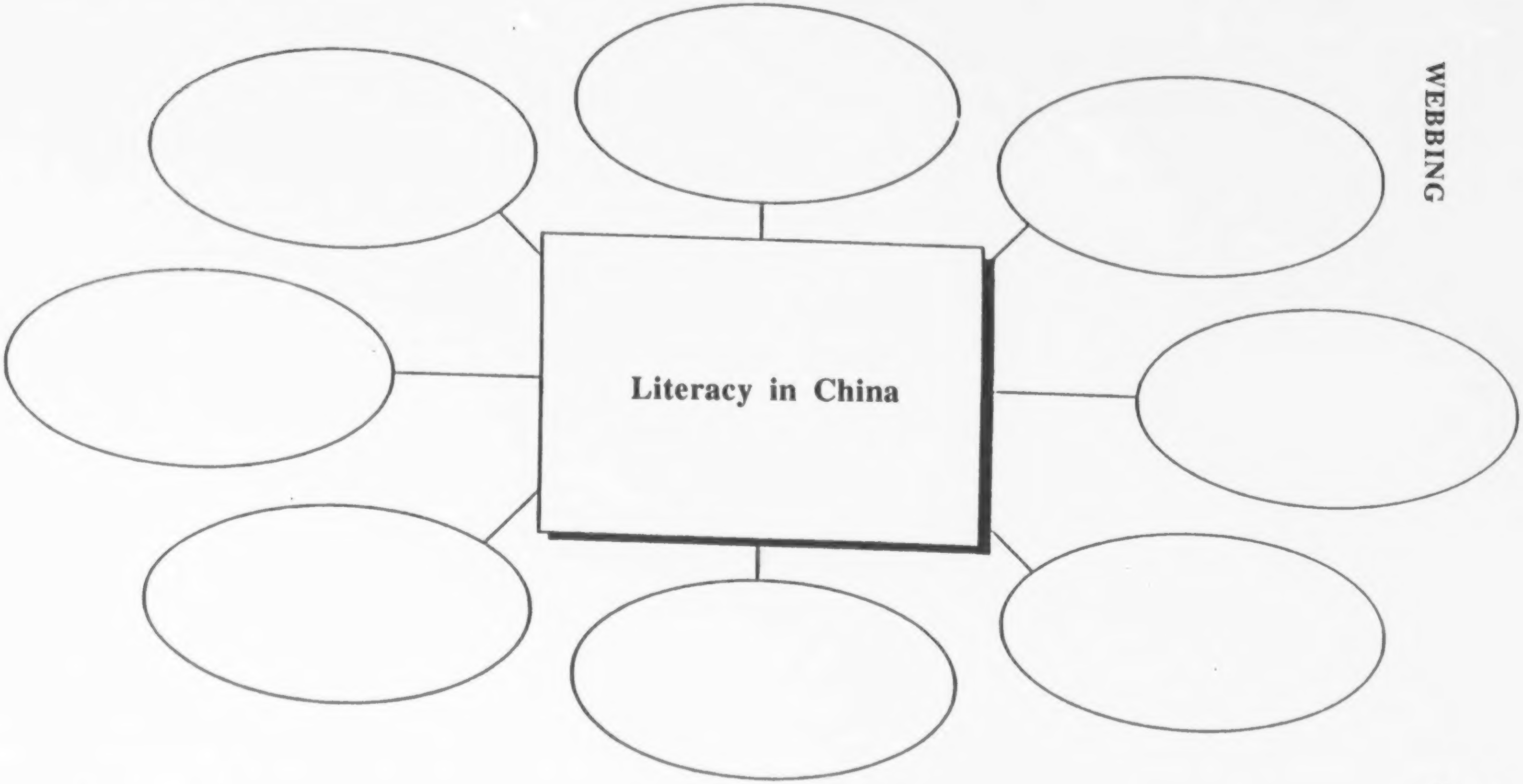
oppression

Take notes here:

Activity 11: WEBBING

Directions:

Web the main ideas you learned from the unit on Literacy in China.



Activity 13:

EVALUATION

The Chinese often write slogans on large paper and paste them outdoors on city walls or in prominent places for citizens to read. Wall posters educate about specific ideas the whole community needs to know.

Traditionally the paper is white with red or black ink for the letters. Wall posters show no illustrations or pictures, just words.

In small groups, compose literacy awareness slogans, chants or key ideas about literacy. Suggestions are **"Literacy Means a Better Job"** or **"Lifetime Literacy Starts in School."**

Make several wall posters for display in the library. Consider how you would explain literacy and the importance of being literate to the students in this school.

Moral Education in China

Susan Rudin
Staff Developer,
District 21, Brooklyn, NY
Fulbright 1994

Learning Activity 1: MORAL EDUCATION IN CHINA

Level: Upper elementary through middle school

Time: 2-4 class periods

Objectives: Students will be able to:

-identify the moral principles that are important to the Chinese people.

-explain the ways in which appropriate moral behavior is transmitted in the home, the school and the community.

-evaluate the extent to which the Chinese moral principles are applicable to people of other countries and cultures.

Teacher Background: Moral education is an important and mandated subject in primary schools in China. On our site visits to schools, we witnessed photo galleries displaying pictures of Chinese philosphers and world renowned figures such as Albert Einstein and Charles Darwin. Photos of national heroes such as Mao Zedong adorned buses and schools. A statue of a local moral leader, Zhao Shi Yan, was in the school garden at the prestigious middle school attached to Beijing Normal University. Posters proclaiming the United Nations "Year of the Family-1994" along with student-made suggestions on ways to help at home adorned school walls. Teenagers who did good deeds were considered role models for younger students and civic responsibility was rewarded at the school level.

Procedure: Day 1

1. Invite youngsters to share some rules for good behavior in the classroom and/or the community. Record on chalkboard or chart paper. Elicit from youngsters the reasons for their responses.

2. Introduce the lesson by explaining to youngsters that in China, standards for proper behavior, or Moral Education, is a subject in the primary school.

3. Distribute Activity Sheet 1A, **Rules for Daily Behavior.** Have youngsters study the rules and complete the exercise. Have youngsters share their responses with a small group before discussing and/or graphing the class results.

4. Have students explain their answers to the following questions:

-What moral principles are important to the Chinese people?

- What principles apply to the home?..the school?...the community?...the nation?

- How do the principles compare to the ones that we listed? Which are similar? Which are very different?

- What predictions can you make about Chinese culture and lifestyle after studying these rules?

Procedure: Day 2

1. Make a word web using the word "leader" in the center. Have students suggest qualities of leaders, actions of leaders, and names of leaders in school and in society.

2. Introduce the lesson by explaining that in China, moral leaders are role models for Chinese youngsters. Often, these moral leaders are ordinary people who do good deeds for others.

3. Distribute Activity Sheet 1B, **Moral Leaders**. Have youngsters read the biographies individually or with a partner and be prepared to answer the purpose-setting question:

   - Why are Zhao Shi Yan and Lei Feng considered moral leaders?

4. Discuss the following questions with the class:

   - What moral qualities did Zhao possess?

   - How did he demonstrate love of country?

   - Do you feel that a school should be named in his honor? Explain.

   - Why is Lei Feng a moral leader?

   - Should ordinary people such as Lei Feng be held in such high esteem? Explain.

   - How would you compare American leaders and role models to Zhao and Lei Feng? How do you account for our different kind of role models?

   - If you had to name a role model who is most like these Chinese models who would it be? Explain.

   - As China becomes more of a global economy, do you expect the role models to change? Why or why not?

4. Have youngsters work individually or in pairs to complete the moral leader cards. These cards can be laminated and placed in a photo gallery similar to the photo galleries of moral leaders in Chinese schools. Share information about the leaders with students in another class.

Procedure: Day 3

1. Show class a flag, pictures of George Washington, Abraham Lincoln, the Staue of Liberty, etc. Ask youngsters:

   -What do all of these objects have in common? Elicit from youngsters the ways in which we feel pride in our country.

2. Introduce the lesson by explaining that in China, visits to important historical places is one way of instilling patriotism.

3. Distribute Activity Sheet 1C, **Patriotic Places.** Have youngsters work in pairs to study the worksheet and complete the exercise.

4. Have pairs of students share their choice of a patriotic place.

5. Ask students to explain their answers to the following questions:

   -Why do classes visit Mao's burial site at Tiananmen Square?

   -What moral principles did Mao value? To what extent are his principles valued today? Explain.

   -How would you compare your choice of a patriotic site to Tiananmen Square?

6. Extend the lesson by having youngsters work in groups to research additional places of historic interest in China. This can be put into a travel brochure of patriotic places.

Procedure: Day 4

1. Show students a variety of stamps. Have students note the subject of stamps. What people are remembered with postage stamps?

2. Introduce the lesson by explaining that nations remember or commemorate important people through stamps.

3. Distribute Activity Sheet 1D, **Commemorative Stamps.** Have students study the worksheet and explain their answers to the following questions:

   -Why were these figures honored?

   -There is a famous quotation, "The pen is mightier than the sword." To what extent is this true of these moral leaders? What moral leaders today exemplify the quote?

4. Have students design their own commemorative stamp album.

Activity Sheet 1A

Directions: Read the following **Rules for Daily Behavior** which highlight the qualities that a Chinese person with good moral character possesses. After studying this list, complete the exercise that follows.

RULES FOR DAILY BEHAVIOR

1. **Show respect to others. Respect their personalities, religions and customs.**

2. **Respect your teachers and be united with your fellow pupils.**

3. **Show kindness and concern to others. Always act with modesty and courtesy.**

4. **Respect your elders. Respect the guidance and teachings of your parents. Show concern by doing household chores and physical labor. Respect both sets of grandparents and talk to them politely.**

5. **Have a great love of your country.**

6. **Help in class. Be attentive in class and do your homework conscientiously. Study hard and make progress every day.**

7. **Follow the discipline of the school. Come to class on time and take care of school property. Be neat in your personal appearance and hygiene. Love physical labor and keep an active exercise routine.**

8. **Use all the opportunities that the school provides.**

9. **Avoid breaking the laws. Do not get involved in illegal activities. Do not tell lies and be prepared to correct your mistakes.**

10. **Observe the standards for a successful person to follow. Do this with the help of your parents and society.**

Exercise: Which of the moral standards listed above are most important to you? Rate the three most important standards. Give the reason for your choice.

Moral Standard	Reason for Choice
1.	
2.	
3.	

Activity Sheet 1B

Directions: Read the following short biographies of Chinese moral leaders. Then choose a moral leader who you feel is worthy of respect today. The person can be famous or an ordinary person. Make a card with a picture and short biography that explains the reasons for your choice.

Moral Leaders

Zhao Shi Yan

Zhao was a graduate of the Middle School that is part of Beijing Normal School. He was a leader of the Communist Party in the 1920s. He was a leader in the Shanghai uprising. Zhao studied with Chou En-Lai, a Communist leader, in France.

Lei Feng

During his short life of 22 years, this orphan believed in serving others in the army and in the community. He gave his seat to the elderly, cleaned trains and filled water bottles for others. He died in an accident while doing his job.

Exercise: Create your own hero card in the space below. Be sure to explain why this person is a moral leader.

Short Biography

Name of Moral Leader: ____________________

Activity Sheet 1C

Directions: One way that youngsters in China learn about love of country is through visits to famous places where they can find out about famous people and events. At Tiananmen Square in Beijing, one can visit the burial site of Mao Zedong, the leader of the Communist Party and leader of the "new" China from 1949 until his death in 1976 at the age of 82. Read the sayings and poem by Mao. Then describe a site that you would take visitors to that demonstrates love of your country.

Patriotic Places

Poem

In the parks and in the Palace grounds
I saw the early northern spring.
I saw the white plum blossoms flower,
while the ice still held solid in the north sea.

Sayings from the "Little Red Book"

-The State is China and everyone should work for the State.

-The land should not be owned by individual peasants but should belong collectively to all.

-The strength of China is people, and the people should all work together to increase their strength.

-From each according to his ability, to each according to his work.

-He who works more shall receive more and he who does not work shall not eat.

Source: China, by Gary Birchall, pp.38 and 60.

Why do you think a visit to Mao's tomb is included in Chinese moral education?

____

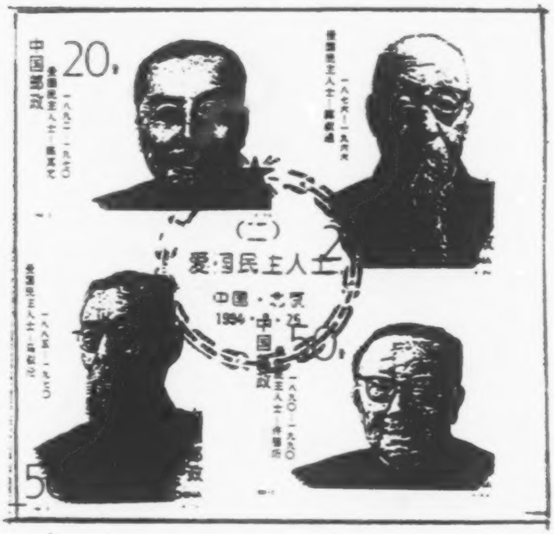
____

Exercise: Use this space or a separate piece of paper to draw a picture of a special place that makes you feel pride in your country. Explain the reasons for your choice.

Activity Sheet 1D

Directions: Moral leaders in China are often honored by stamps which commemorate their achievement. Examine these four stamps which honor writers and thinkers who used their pens to demonstrate love of country during the second Sino-Japanese War (1936-1945) and in 1911 when dynastic rule (rule by an emperor) ended in China.

COMMEMORATIVE STAMPS



(4—1)J	Patriotic and Democratic Figure ——	Chen Qiyou	20 fen
(4—2)J	Patriotic and Democratic Figure ——	Chen Shutong	20 fen
(4—3)J	Patriotic and Democratic Figure ——	Ma Xulun	50 fen
(4—4)J	Patriotic and Democratic Figure ——	Xu Deheng	50 fen

Exercise: Choose one person who has shown love of country or a desire to make positive change through writing. Make a stamp in his/her honor. Examples include Gandhi, Martin Luther King, Henry David Thoreau, Rachel Carson.

Learning Activity 2: MORAL EDUCATION THROUGH CHINESE LITERATURE

Level: Upper elementary through middle school

Time: 4-8 or more class periods

Objectives: Students will be able to:

-list the values or moral principles that are emphasized in Chinese literature.

-appreciate the power of literature as a tool for transmitting the values of a culture.

-evaluate the extent to which there are a common core of values that all people share.

Teacher Background: Throughout history, literature has been a powerful tool in transmitting the values of a culture. Folk tales, poems, myths and plays have been transmitted orally through many generations. In these stories, one can find the moral principles or values that a group holds dear.

In China, many festivals have myths that are associated with the special day. Similarly, the use of shadow puppet theater has long been used as both entertainment and instruction. Mao Zedong used the opera and the puppet theater to bring his messages to the villages. Folk tales had messages that reflect the rules of daily behavior. The principles of Confucian thinking such as filial piety are also an important part of Chinese literature.

Current educational research reflects the view that moral values can best be taught using literature as a vehicle. Through both fiction and non-fiction, youngsters can identify with characters whose behavior demonstrates commitment to such core values as responsibility, honesty, and respect for others.

Procedure: Day 1

1. Have students discuss the meaning of the proverb, "Money doesn't grow on trees." List some of the ways youngsters can earn money for things that they need and/or want.

2. Introduce the lesson by eliciting the moral principles that are suggested by the proverb and the list that the students made. Distribute copies of the folk tale, **The True Money Tree** (Activity Sheet 2A) to the class. Set purpose for reading by asking the following question:

-What is Long Life's secret money tree?

3. Have youngsters work in pairs or small groups to discuss the values or moral principles that are highlighted in this folk tale by asking the following questions:

-How would you compare Good Life and Long Life?

-What values did Long Life consider important? How important are these values today?

-Why did Good Life tell his mother that he, too, now owned the true money tree?

-How meaningful is this folk tale for people of all cultures?

4. Review the **Rules for Daily Behavior** (Activity Sheet 1A) and note the moral principles that are transmitted in this folk tale (e.g. frugality, love of labor, kindness to others,etc.)

5. Extend the lesson by having youngsters complete Activity Sheet 2B, **My Own Money Tree**. Create a bulletin board by constructing a class money tree using the hands as leaves.

Procedure: Day 2

1. Activate prior knowledge by asking students:

-What stories are associated with holidays that we celebrate?

-How do these stories help us feel a sense of pride in our nation or heritage?

2. Introduce the lesson by explaining that the Chinese Autumn Harvest Moon Festival has many legends. Distribute copies of Activity Sheet 2C, **The Moon Lady, Sheung Ngao.** Read aloud to class or have partners read it to each other. Students should read to answer this purpose-setting question:

-Why is Sheung Ngao remembered on the day of the Moon Festival?

3. Student volunteers might retell the story or act it out after discussing these questions:

-What moral principles are valued in this folk tale?

-Why did Sheung Ngao drink the king's magic medicine? Do you think she did the right thing? Explain.

-Why do you think this folk tale has survived for hundreds of years?

4. Have students complete the character comparison on Activity Sheet 2D, **Comparing Moral Principles.** Students might

design scrolls which are traditionally hung on this celebration.

Procedure: Day 3:

1. Have children share anecdotes in which they were asked to do the wrong thing. Encourage students to explain what they did and how they felt. Feelings can be written in a concept web.

2. Introduce the lesson by explaining that in China, the teachings of Confucius, an ancient scholar, have shaped moral principles for many centuries. Distribute copies of Activity Sheet 2E, **Confucius the Wise**. Set purpose for reading by asking the following question:

-What guidelines did Confucius feel were important for proper behavior?

3. After small groups have shared their responses have the students explain their answers to the following questions:

-What rules did Confucius give the Chinese people to follow?

-What is each person's responsibility when he/she is told to do something wrong?

-Are things always clearly right or wrong? Explain.

-Is Confucius' advice still meaningful? Explain.

4. Extend the lesson by having students find recent news articles that can be viewed right by some persons and wrong by others. Have students write an editorial stating why they believe the actions were right or wrong.

5. Have students make awards to people who have done the right thing in a difficult situation, or people who have learned from their mistakes. A sample award is on Activity Sheet 2F, **Awarding Proper Behavior**.

Procedure: Day 4:

1. Ask students to describe acts of kindness to others.

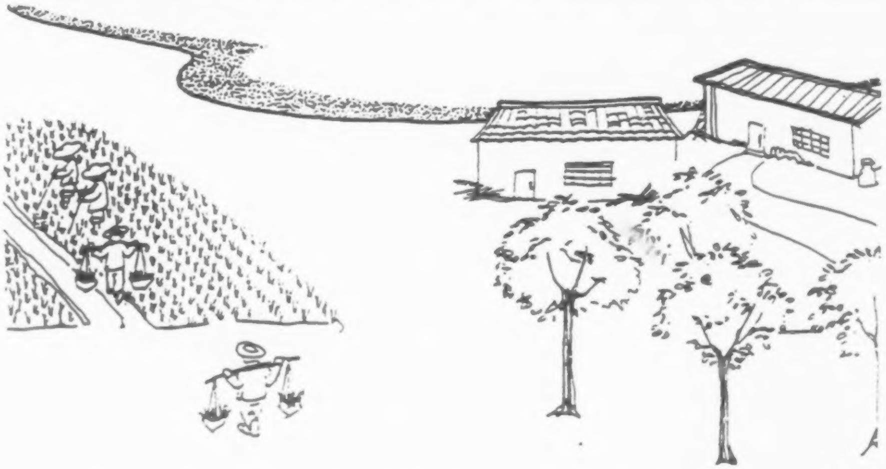
2. Introduce the lesson by explaining that shadow puppet theater is used in China to both entertain and instruct. Have students role play **Three Precious Pearls** on Activity Sheet 2G. After reading, discuss the following questions:

-What is the message of this play? What moral principles are emphasized? How effectively are messages told in play form? Are the lessons taught Chinese or universal?

3. Have students make shadow puppets. One is done for you.

Activity Sheet 2A

THE TRUE MONEY TREE-A CHINESE FOLK TALE



In years gone by, there lived an old Chinese man by the name of Li. He had two sons, Long Life and Good Life. Long Life's mother had died when he was a young boy and Li had been lonely without a wife in the house. So he married again, and when she gave him a son they named him Good Life, for life in his house was good. But alas! The new wife did not like Long Life, so she made him do all the hard work in the house and in the fields and garden. But Long Life was an obedient son and did not complain. He did all that had to be done while his stepmother and brother looked on.

When he was seventeen years old, his father died, and his life with his stepmother was made even harder than it had been before. Although he did all the work in the house and fields, he was scolded all the time. No matter how much he tried to please his stepmother, she was always finding fault with him. She was always thinking of ways to get rid of him.

So one day she said, "You are old enough to be on your own now. We should divide the land your father left. Your brother is still young, and he can stay with me. We should each live in our own home, then there will be no quarrel between us."

Long Life agreed to this and left the division of property to his stepmother. She took the house and the best fields around it for herself and her son. To Long Life she gave a barren piece of land on a hill far from the village.

Long Life did not complain. He built himself a little hut and began clearing the land and plowing and planting on it. He cut some firewood and little by little he grew enough food to support himself nicely.

With Long Life gone from the house and land where he had done all the work, there was no one to do it. Good Life and his mother were lazy and careless, so they became poorer and poorer. One day the mother said to her son, "Look, we have a fine house and good land, and your brother lives in a hut on a piece of barren and hilly land, but he is getting richer and we are becoming poor. Tell him if he got something from his father we don't know about, he must give us at least half of it."

THE TRUE MONEY TREE-A CHINESE FOLK TALE

continued

Good Life came to his brother in his little hut and said, "Brother, did our father give you some treasure we don't know about? We have fine land and you have a rocky, barren piece–how is it that you are doing so well and we so poorly? You have plenty of everything and we have nothing. Did our father leave something you are hiding from us? We want our share of it."

"Brother, you are right. Our wise father left me a wonderful treasure–a money tree. It has two trunks and there are five branches on each trunk. All my food and clothing depend on that wonderful tree. From that tree I will always get enough money to live in good health and pleasure...it–"

Good Life broke in, "Where is that tree? Where are you hiding it?"

"I am not hiding it. It is with me all the time on my little piece of land, in my garden, and I am always there working at it. It gives me food, drink, and clothes, and anything else I need, and if you–"

Before he could finish his words, Good Life rushed out and ran to his home. "Mother. Mother," he cried. "You were right. My father left a money tree that will give us money for all we need, but Long Life took it. He told me it will give money for food, clothes and everything else we need."

"I knew we were cheated," she cried. "Run to Long Life's orchard and dig up that money tree and plant it in our garden. It should be here."

Good Life did not need any coaxing. He found a spade and ran to Long Life's garden. He searched for a long time and found a tree with two trunks and ten branches. He worked hard digging it up. Then he dragged it to his mother's garden and there he dug a deep hole and planted the tree, watering it well. Day after day he watered the tree and shook it hard–but no money fell from it.

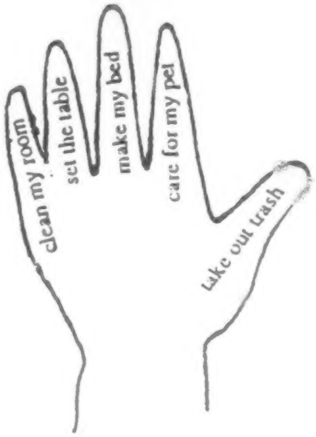
Then Good Life went back to his brother in anger and cried, "I took a tree with two trunks and ten branches from your garden and planted it in our garden, watered it and took care of it, but no money falls from it. Did you tell me the truth?"

"Dear brother, I told you the truth–but you did not wait to hear the end of what I had to say. My money tree can never be stolen. It is my two arms and hands. The arms are the trunks and the fingers are the branches. Use them for planting trees and crops and to do all other work. Then money will come from them, and that will get you everything you need. My arms and hands are my fortune and I call them my money tree. You have a money tree, too. Put it to work as I do, and you will have all the money you need to buy whatever you want."

Good Life went home to his Mother. On the way he had been thinking of his brother's words. "Mother," he said, "now I have the true money tree and..." He put his hands to work and soon he and his mother reaped money from that tree for food and everything else, just like his brother did.

Activity Sheet 2B

Directions:
In the space below, trace your hand or hands. Then write in each of the fingers ways in which you have responsibilities and/or can use your hands to do productive things. Your class or group might want to place these handprints on a class or group "Money Tree."



MY OWN MONEY TREE

Activity Sheet 2C

The Moon Lady, Sheung Ngao

Many, many years ago, there was a powerful king who was an evil person. This king had a beautiful wife whose name was Sheung Ngao.

The king heard about a magic medicine which would keep him young forever. He wanted it and sent many people to look for the magic medicine that would keep him young.

The king sent a few hundred people in large boats and told them to sail far out into the sea. He said, "Do not come back until you have found the magic medicine that will keep me young."

The people found the magic medicine that would keep one young. Sheung Ngao knew that the king was not a good person. She did not want him to live forever, so she stole the magic medicine and she swallowed it herself.

As soon as she had taken the medicine, Sheung Ngao went up into heaven. She lives on the moon to this very day.

The people were very, very happy that Sheung Ngao was able to save them from being ruled by the evil king forever. Therefore, every year on the fifteenth day of the eighth month, the people remember her with the Moon Festival celebration.

Activity Sheet 2D

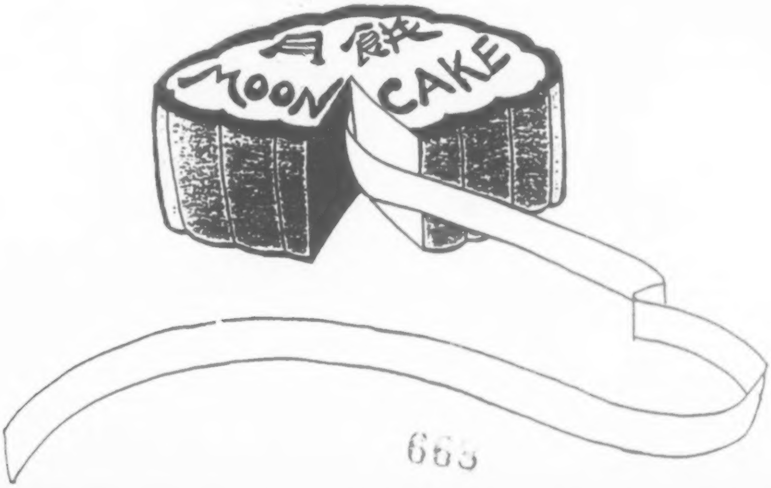
Directions: After reading the folk tale, **The Moon Lady, Sheung Ngao**, complete the chart that follows.

Comparing Moral Principles

Give an example from the folk tale which demonstrates how by deed or action, the main characters demonstrated their moral principles.

Value	King	Sheng Ngao
1. Love of country		
2. Concern for others		
3. Truthfulness		

At the Harvest Moon Festival, Sheung Ngao is remembered. Write a message to her that might be left in a mooncake, a food that is traditionally eaten. Try to keep your message short.



Activity Sheet 2E

CONFUCIUS THE WISE

Adapted from the Hsiao King

Perhaps you have heard of the wise counselor Confucius, who lived many centuries ago in China. He gave advice to all who came to him with difficult problems. In China, children are taught at an early age to respect and obey their parents and grandparents. Older people are highly respected.

One day a young man came to Confucius with a very difficult question. He said, "Master, I know I should listen to my parents and be obedient to their wishes to avoid troubles in my life, but I would like to ask you, should I obey every command of my parents? What if they tell me to do something I know to be wrong?"

"Ah," said Confucius. "Let me tell you the story of the great king who lived long ago in a far off kingdom. Because he was very rich and powerful, he thought he could do anything he wished. So he began to break the promises he had made through treaties with the neighboring kingdoms. He raised taxes and jailed many of his people. Fortunately, he had seven wise ministers who were brave enough to come to him and warn him that if he continued to do wrong things he would lose his kingdom. He thought a long time about what they had said, and then he decided to heed their advice and, as a result, he kept his throne."

"Then there was a prince whose father gave him a great castle with rich lands surrounding it. But he was lazy as a crocodile lying in the sun. He began to spend his money, throwing it around like a farmer's wife feeding her chickens. He would have lost it all, except one day five of his friends came to him to tell him that he must stop before he lost everything. He was angry at first, but then he changed his ways and saved his castle and lands."

"Finally, there was once a governor of a great land who ruled his country wisely and well, but unknown to anyone else, he had bad habits of alcohol and gambling. Three of his officers came to him and told him that soon everyone would know of his bad habits and that unless he changed, he would be quickly out of office. Although it was very hard at first, the governor forced himself to give up his bad habits, and he was able to serve his country for many years."

"Now, each of these rulers had a difficult lesson to learn from those who were under their orders. In the same way, a father or leader must listen and change his ways when he is doing something wrong. It is the right, indeed, it is the duty of each one of us to say 'no' when we are told to do something wrong. The child must say to his parent, 'I cannot permit you to bring shame upon yourself and upon me by obeying your command to do what is wrong.' "

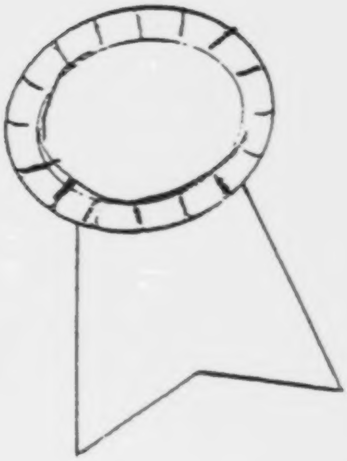
Confucius thus gave to the Chinese people a rule to follow. When you are told to do something wrong, you must not do it, out of respect to yourself and to those who might suffer by your wrongdoing.

Garnett, Paul D., *Confucius the Wise*, *Investigating Morals and Values in Today's Society*, Carthage, Illinois: Good Apple, Inc., 1988, p. 152.

Activity Sheet 2F

Awarding Proper Behavior

Directions: Prepare a medal or certificate to someone who has demonstrated that he or she has done the right thing in a difficult situation. Then explain the reaons for your choice.



Activity Sheet 2G

THREE PRECIOUS PEARLS

CHARACTERS:	**Old Stone Cutter**	**Shi Wa**	**Golden Dragon**
	Phoenix	**Unicorn**	**Wise Old Man**

SCENE I: Stone Cutter's Cottage

STONE CUTTER: Woe is me! What shall I do? I've interviewed 1,000 boys and none of them can pass the test to be my apprentice. Who will learn my skills? What shall I do?
(Sees Shi Wa) Oh! Here comes another one. I suppose he will be unwilling to do my task just like the others.

SHI WA: Master, I have come to be your apprentice.

STONE CUTTER: You must first do a task for me. When you have finished it I'll take you as my apprentice.

SHI WA: I'll do it without fail.

STONE CUTTER: When it is raining, or windy or the weather is too hot, I can barely cut my stones up here on this mountain. I need a magic pearl that can keep off the rain, a magic pearl that can shelter me from the wind, and a magic pearl that can keep the hot weather under control. If you can find these three precious magic pearls, I'll take you as my apprentice.

SHI WA: Master, could you tell me where to find the pearls?

STONE CUTTER: *(Laughing)* So you do not give up like the others. Go south for 1,000 li where there is a vast stretch of pine trees. In the pine trees is a man who knows everything. You can ask him.

SHI WA: Will I have any problems?

STONE CUTTER: Yes, you will. It is a long journey to the pine forest. You will need to climb the mountain, cross the sea and go through a wall of fire. Aren't you afraid?

SHI WA: So long as I can find these precious pearls, I am afraid of nothing.

SCENE II: A great roaring river.

SHI WA: La, La, La, how will I cross this great roaring river?

(A golden dragon appears out of the water.)

Activity Sheet 2G (continued)

SHI WA: Golden Dragon, could you carry me across the river? I am going to see the wise old man.

GOLDEN DRAGON: If you want to see the wise old man, you will encounter some difficulties. I'll carry you across the river.

(Golden Dragon carries Shi Wa across)

SHI WA: Thank you for your help.

GOLDEN DRAGON: Don't mention it, but please do me a favor. If you meet the wise old man, will you ask him when I will be able to call the wind and rain in the sky?

SHI WA: Certainly, I'll ask him for you.

SCENE III: A towering mountain with no slopes.

SHI WA: La, la, la. How shall I climb over this mountain?

(A big phoenix flies toward him from the mountain top.)

SHI WA: Phoenix, could you carry me across the mountain? I am going to see the wise old man.

PHOENIX: If you want to see the wise old man you will encounter some awkwardness. I will carry you across the mountain.

(Shi Wa climbs on the back of the phoenix and they fly over the mountain.)

SHI WA: Phoenix, thank you for your help.

PHOENIX: Not at all, but I would like you to ask the wise old man a question for me. When will I be able to mount the clouds and ride the mist?

SHI WA: All right. I will ask your question.

SCENE IV: A sea of fire.)

SHI WA: La, la, la, how can I plunge into a sea of flames?

(A unicorn comes out of the flames.)

SHI WA: Unicorn, could you carry me over the sea of flames? I am going to see the wise old man.

UNICORN: If you wish to see the wise old man, you will encounter some difficulties. I will carry you through the flames.

(Shi Wa mounts the unicorn and they rush through the flames.)

SHI WA: Thank you for your help.

UNICORN: Not at all, but I would like you to ask the wise old man a question for me. Why can I only rush into the sea of flames but cannot walk on the road?

SHI WA: Of course, I'll ask your question.

SCENE V: Shi Wa walks into a pine forest.

SHI WA: My feet are blistered. My shoes have holes. I think I have walked for days but I am finally in the pine forest! What a beautiful place. I hope I can find the wise old man.

(Shi Wa looks around and up and down. He sees nothing and lies down to sleep awhile. He wakes up and sees an old man coming toward him)

SHI WA: (Respectfully) Excuse me, is there an old wise man here? Do you know where I can find him?

WISE OLD MAN: (Laughing) I am the only old man here. What can I do for you?

SHI WA: I have some very difficult questions to ask you.

WISE OLD MAN: Wait! You can only ask three questions. One more question is too many. You should think over what three questions you want to ask.

SHI WA: What should I do? I have four questions. One for the golden dragon, one for the phoenix, one for the unicorn and one of my own. If I do not ask mine, I will not be the stone cutter's apprentice. But I promised my friends, the dragon, the phoenix, and the unicorn. I must ask their questions.

SCENE VI: Back at the sea of flames. The unicorn is waiting.)

SHI WA: The wise old man said that there is something caught in your right sole. If it is removed, you can walk on the road and you will feel no pain.

UNICORN: You are right! Here is a stone in my foot. Isn't it beautiful? You are such a good child. Let me give you this stone as a souvenir.

SCENE VII: The mountains with no slopes. The phoenix is waiting.

SHI WA: The wise old man said that there is a crippling sore on your tail. If you open it, you can mount the clouds and ride the mist.

PHOENIX: You are right! Here is a stone that was lodged in my tail. Look at the shimmer of this yellow stone. You are such a good child. Let me give you this stone as a souvenir.

SCENE VIII: The roaring river. The golden dragon is waiting.

SHI WA: The wise old man said that there is a bone caught in your throat. If you cough it out, then you can summon the wind and the rain in the sky.

GOLDEN DRAGON: (cough, cough!) You are right. Look at this shiny white stone the bone turned into. You are such a good child. Let me give you this stone as a souvenir.

SCENE IX: Back at the stone cutters.

SHI WA: Old Master, I did not find the three precious pearls, so I cannot become your assistant. Please accept these three stones instead. Good-bye.

(Turns to leave)

STONE CUTTER: Don't leave yet. What can you see in these three stones? The first holds a white pearl. Look at the water recede, it moves the rain away when I hold it up.

SHI WA: And the second stone holds a yellow pearl. Look! It stops the wind from blowing.

STONE CUTTER: The third stone holds a red pearl. When I put it near the fire, the flames go out.

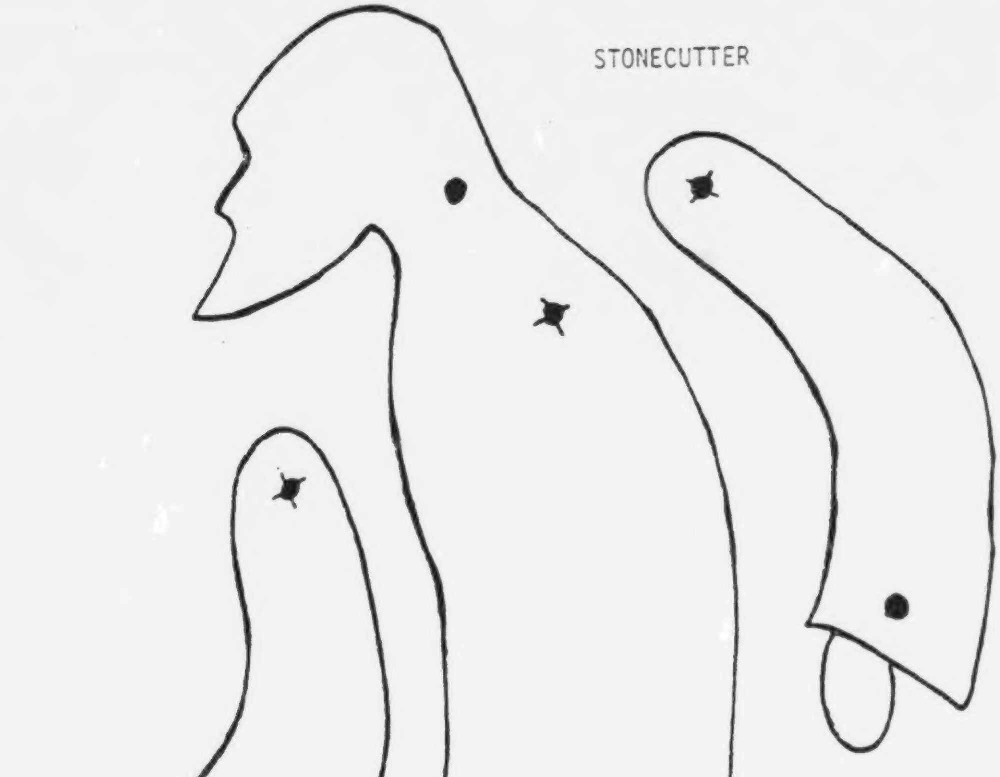
SHI WA: Oh Master, did I indeed find the three precious pearls?

STONE CUTTER: That you did my boy. You thought of others first. You were not afraid of hardships. Only in this way can you master skills and become a worthy person. You are the very apprentice I want!

China Mosaic, East Asia Resource Center, Seattle, Washington, 1988, pp. 58-68

Activity Sheet 2G (continued)

Making A Shadow Puppet



CHINA

THEN AND THERE--HERE AND NOW

Curriculum Materials Developed For
The National Committee On
U.S. --China Relations

January, 1995

By

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Edwin Markham Middle School
2800 Moulton Drive
Placerville, Ca. 95667

Fulbright--Hays Seminar
China: Tradition and Transformation
Summer, 1994

History

Name ____________________

Date __________ Per. ___

A TRIP TO McDONALD'S IN BEIJING

MENU--Prices in Chinese currency, Yuan.

Big Mac	9.0	Large Fries	6.9		
Hamburger	3.5	Regular Fries	3.5		
Cheeseburger	4.2	Shake	6.0		
McChicken	8.5	Soft Drink	3.0	large	3.5
Apple Pie	4.5	Milk	3.0		
Sundae	5.0	Tea	2.0		

One U.S. dollar is equal to 8 yuan.

To find out what you are ordering costs in dollars do the following math.

Price in yuan/8 = Price in dollars

Example: Milk costs 2.0 yuan. So, it costs 2.0/8 = $ .25

How much does a milk shake cost in yuan?_______/8 = $__________

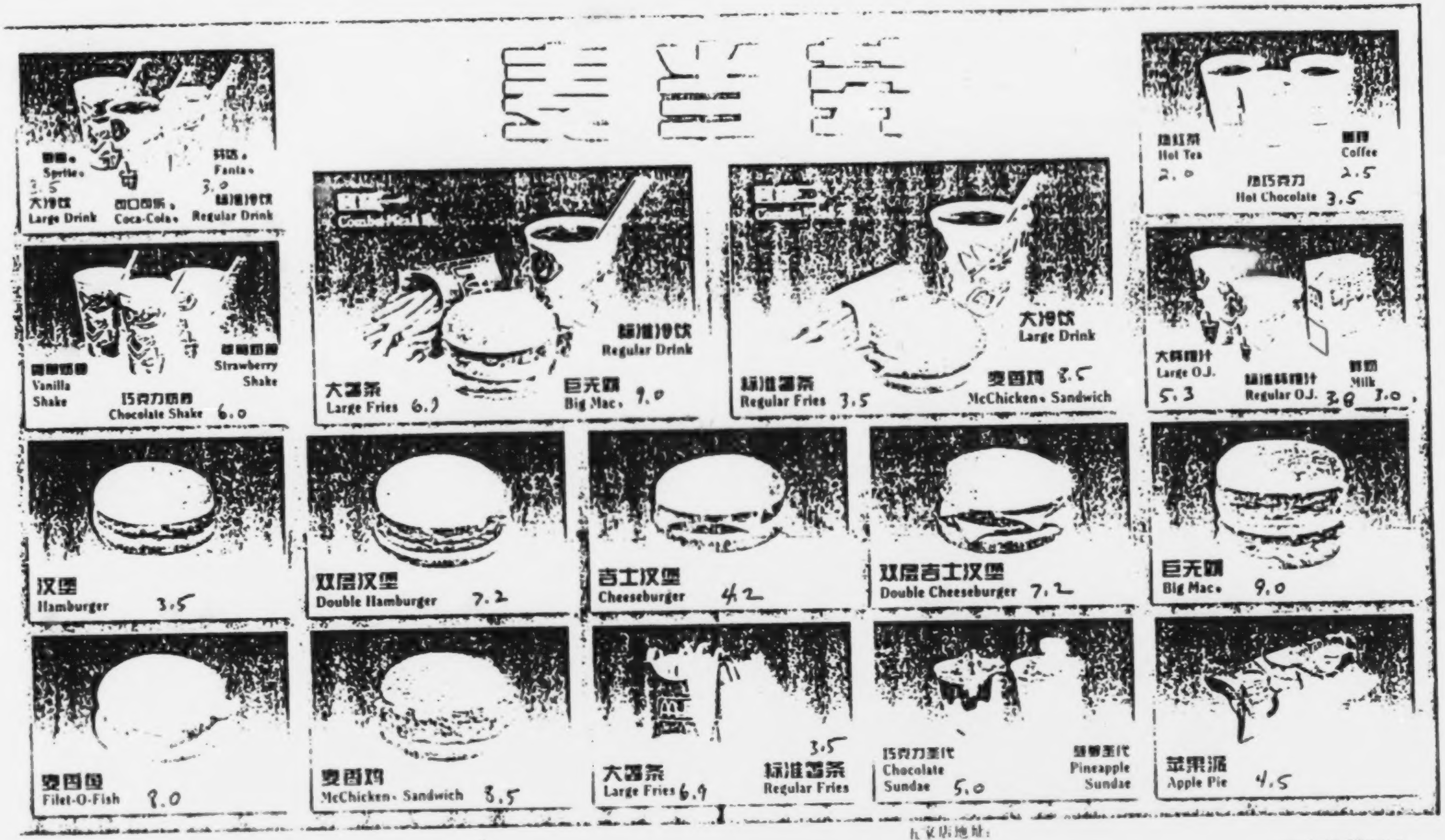
Now make up your order for McDonald's.

Item	Price in yuan

Total.................._________ yuan/8 = $_______________

How do these prices compare to prices in America?

How expensive is a Big Mac to an average Chinese worker who earns about 458 yuan a month? (Hint: 458/8 = $___________ per month)



麦当劳

Sprite 3.5
Fanta 3.0
大冷饮 Large Drink
可口可乐 Coca-Cola
标准冷饮 Regular Drink

Vanilla Shake
Strawberry Shake
巧克力奶昔 Chocolate Shake 6.0

Combo-Meal
大薯条 Large Fries 6.9
巨无霸 Big Mac 9.0
标准冷饮 Regular Drink

Combo
标准薯条 Regular Fries 3.5
麦香鸡 McChicken Sandwich 8.5
大冷饮 Large Drink

Hot Tea 2.0
Coffee 2.5
热巧克力 Hot Chocolate 3.5

Large O.J. 5.3
Regular O.J. 3.8
Milk 3.0

汉堡 Hamburger 3.5
双层汉堡 Double Hamburger 7.2
吉士汉堡 Cheeseburger 4.2
双层吉士汉堡 Double Cheeseburger 7.2
巨无霸 Big Mac 9.0

麦香鱼 Filet-O-Fish 8.0
麦香鸡 McChicken Sandwich 8.5
大薯条 Large Fries 6.9
标准薯条 Regular Fries 3.5
巧克力新地 Chocolate Sundae 5.0
Pineapple Sundae
苹果派 Apple Pie 4.5

麦当劳意味着品质：

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

五家店地址：

[illegible]

东大桥餐厅于
三月底开始服务

[illegible]

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History/Geography

Name ________________

Date __________Per.__

COMPARING THE GEOGRAPHY OF CHINA AND THE UNITED STATES

1. Refer to Map 1. Compare the area of China and the United States.

China = __________________ sq. mi.

U.S.A. = ___________________sq. mi.

___________is larger by ___________________sq. mi.

2. Refer to Map 2 which shows elevations of the areas of both countries.

How are they generally similar?

Which has more plains?

Which has more mountains?

How will the difference effect life in the countries?

3. Refer to Map 3 which shows precipitation patterns. Describe the similarities.

4. Refer to Map 4 which shows population patterns. Where do most of the people live in each country?

5. What effect do elevation and precipitation have on population patterns? (Refer to maps 2-4.)

6. Refer to Map 6 which shows the physical features of China.

Name five types of landforms found in China.

Name two landforms the Great Wall separates.

China has no natural rivers running north and south.
What is the man-made waterway that connects north and south China?

7. Refer to Map 7 which shows the agricultural regions of China.

What are the two dominant crops shown on this map.

Name some other significant crops.

Trace the thick black line dividing north and south China.

What is your hypothesis as to why ...

more ____________ is grown in the north?

more ____________ is grown in the south?

8. Refer to maps 6 and 7. What is the relationship between landform and the types of crops grown?

History Name____________________

China Studies Date_________ Per. ____

A VIEW OF AMERICA

Select readings from BACKGROUND TO THE USA by Richard Musman represent "source material" from which Chinese students form their views of America.

It is interesting to look at how others see us. The following articles present a view of various aspects of America. Let's examine the vision of America as presented to Chinese students.

Check the article your group is reading.

___ "How Americans Eat and Drink"
___ "Two Kinds of Football"
___ "Growing Up--At Home And At School"
___ "We Have The Biggest"
___ "American Women"
___ "San Francisco
___ "Sun Belt"
___ "National Parks"

Read your article as a group. Answer the following questions. Prepare to share a summary of the article and your insights with the class.

Briefly summarize the article. (What are the main points? What did the Chinese find interesting about American life? What did they view a little differently than the way we would see it? What catches their attention that we might take for granted?)

If you were writing a response to this article what would you want to clarify? (Are there things with which you disagree? Is there something that is over stereotyped? Is there some more information you would like presented?)

How does looking from the "outside--in" help us to better see ourselves?

BACKGROUND TO THE

USA

THIS BOOK IS SOLD IN CHINESE BOOKSTORES TO STUDENTS WANTING TO LEARN ABOUT AMERICA. IT PLAYS A ROLE IN SHAPING THE "CHINESE VIEW" OF AMERICA.

Richard Musman

PRICE
3.5 YUAN
($ .44)

M
Macmillan
World Publishing Corp

ISBN 7-5062-0144-5

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The American Way of Life

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Unit 26 How Americans Eat and Drink

Coca-Cola is the best-selling soft (non-alcoholic) drink in the world. 165 million "Cokes" are sold every day, from the equator to the Arctic. But whereas outside the USA Coke tends to be a young person's drink, inside the USA anybody of any age or income can drink it without embarrassment on any occasion.

Coke is not the only "cola" drink. Pepsi Cola is a well-known rival and has its devotees, for it is not as sweet as Coke. Cola drinks contain caffeine from the kola nut and are the only soft drinks which are stimulating as well as refreshing.

There are excellent wines produced in California which are praised by European connoisseurs, but some Americans prefer stronger stuff. Well-off Americans consume a lot of alcohol in the form of cocktails — mixtures based on spirits like whisky, gin and vodka.

Hamburgers and hot dogs are perhaps the best known American foods. Hot dogs — sausages between bread rolls — can be bought in snack bars and from hot dog stands[1] on street corners. And from San Francisco to New York, in cheap or medium-priced restaurants,

---

[1] stalls

1 The entrance to this modern store in Chicago is by escalator from the street

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hamburgers[1] will be on all the menus, in company with steaks, fried chicken and seafood. They come with French fries and crisp green salad. In most cases it is certainly good value for money. For dessert you will be offered apple pie, cheese cake, chocolate layer cake, ice creams and ice cream sundaes. No ice cream in the world is more delicious than American ice cream.

The American passion for speed has now hit the food business. Many restaurants, in particular the great chain restaurant company, Macdonalds, specialize in "fast food," food which is served at the counter ready "to go," or "to take out."[2] The food, cooked and hot, is packed into cardboard and plastic containers, and hot drinks go into plastic cups with tight-fitting lids. There are also drive-in fast-food restaurants, where the customer does not even have to leave his or her car. They first stop at a board where the menu is displayed, give an order through a microphone and then drive another twenty yards, where a girl hands them the meal, ready cooked and packed. People who prefer to eat at a table in the restaurant also receive their food in cardboard or plastic containers, and the knives, forks and spoons are plastic, too. When they have finished, customers throw *everything* except the tray into a trash can[3].

In most cities, large and small, you can eat Mexican or Italian food. And even small towns have a coffee shop serving simple meals, drinks of all kinds — and excellent, freshly-made coffee. You sit at the counter, or are served at a table. Service in restaurants and coffee shops is efficient and friendly. Waiters and waitresses often introduce themselves: "Hi! I'm Don (or Debbie). What can I get you folks?" This friendliness is natural and not entirely influenced by the hope of a high tip. In any case, people usually tip 15% of the check.[4] One of the pleasantest things about waiters and waitresses is that they refill your coffee cup several times for no extra charge!

Many American families pride themselves on their cooking, and have deep freezers, where they store food they grow in their gardens or buy in the supermarket. Supermarkets are large self-service stores selling every kind of food — fresh, canned[5] or frozen. So, like the fast-food restaurants, their produce is less expensive and easier to market. There have been supermarkets in the USA since the 1930s, and they have now spread through a large part of the world.

[1] always made of beef; also called "beefburgers"
[2] take away
[3] rubbish bin
[4] bill [5] tinned

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A Vocabulary

1 If you do something, see something, drink something *stimulating*, what effect does it have on you?
2 What happens to someone who *consumes* too much alcohol?
3 A *connoisseur* knows, or claims to know . . . Complete the sentence.
4 Are *French fries* animal, vegetable or mineral? What are they?
5 What does *chain of restaurants* mean? What is the ordinary meaning of "chain"?
6 Distinguish between a *tip* in a restaurant and the "tip" of a finger.
7 Distinguish between *no extra charge* and a "cavalry charge."

B Questions on "How Americans Eat and Drink"

1 Which of the following are soft drinks: gin, orangeade, wine, beer, cola, lime juice?
2 Why are cola drinks different from any other soft drinks?
3 The girl at the counter asks: "To go? " What does she mean?
4 Where is the menu displayed in a drive-in restaurant?
5 Where, in a fast-food restaurant, do you throw away your left-overs, your knives and forks, etc.?
6 Do you tip waiters and waitresses in your country, and if so, how much?
7 What pleasant custom do the Americans have in their coffee shops and restaurants?

C Function

Giving an order
Convert the following into a dialogue:

You go to the counter and ask what they have. The girl tells you to look at the menu on the wall behind you. You order a hamburger and French fries. The girls asks you whether it's "to go," and you answer, no, to eat in the restaurant. She asks you if you want any-

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thing else and you reply that you would like a cup of coffee and a chocolate ice cream, but that you'll come back for them when you've finished your hamburger. She says "O.K." You then ask if you can pay for everything now, and she replies that you can, but that you must come back and get the coffee and ice cream from her personally.

D Are you in favor of "fast food" because it gives people more leisure? Or do you think the whole system of fast food makes people not only lazy, but also unappreciative of good food? Write a 200-word composition on the subject.

Unit 27 Getting Around in the USA

Americans travel by air in much the same way as Europeans and the Japanese travel by train. There are, in fact, not many railroad stations left in the USA, although the track is still being used, since most of America's freight is still carried by train. As for passengers, there is a vast network of airlines and airports in easy reach of almost every American town. Airports, now the travel centers of the USA, are comfortable, hospitable places, with coffee shops and bars and spotlessly clean restrooms.

Flying in America is less expensive than in many countries, because the Federal Government subsidizes air fares. Yet the different airlines are not state-owned and compete with one another for passengers. United, which does not go outside the USA except to Canada or Mexico, is the largest commercial airline in the western world. The airline network is completed by other big companies – Eastern, Western, National, American, Delta, and many smaller lines. Every airline has the same little ritual. At every stop the chief steward or stewardess thanks the alighting passengers warmly for their patronage, and hopes that they will fly with the same airline again.

Meanwhile, the National Railroad Corporation, known as Amtrak (American Travel Track) is trying hard to win back passengers from

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Unit 15 America's National Parks

The National Park Service of the USA controls more than 77 million acres of land, divided up into 320 park sites of extraordinary variety, the latest covering huge areas of wilderness in Alaska. There are urban or city parks, there are ancient buildings and historic sites, seashore parks, national rivers, and more and more recreation areas where priority[1] is given to the amusement of the public. Finally there are the National Parks themselves, which are visited by millions, but where the priority is conservation. In a country of free enterprise, where business interests are so powerful, these parks play an essential role. It was the conservationists who saved the remaining giant redwood trees and created the National Redwood Park, on the far side of the Golden Gate Bridge which spans the entrance to San Francisco Bay. The lumberjacks[2] were so furious that they marched into the city to protest, shouting "No more parks!" But the environmentalists and conservationists have always been allowed to have their say in the "Land of the Free," and their influence has been greater than in most countries.

The first national park, founded in 1872, was Yellowstone, in the State of Wyoming. Yellowstone has everything which appeals to the romantic, geysers which shoot jets of boiling water 200 feet up into the air, a deep canyon where a rushing river pours over mighty waterfalls. There are snowy mountain peaks, tree-fringed lakes and vast forests, as well as broad water meadows, across which the Yellowstone River glides gently on its way to the canyon. On these meadows bison, elk, moose and deer come to graze in the evening.

American national parks represent one of the finest examples of nature conservation in the world. All the parks are kept as "natural" as possible. In the Far West, lumbermen devastated whole forests. But no tree-felling is allowed in the parks. When a tree falls, it is left to rot and enrich the soil, and so encourage young trees to grow. Even natural forest fires, those not started by man, are allowed, in many parks, to burn themselves out.

Animals learned years ago that man was not their enemy in the national parks. Many of them became so tame that they were a nuisance, and sometimes even a danger. Bears, in particular, lined the roads and begged for food. They were so comical that people stopped to feed them, thus breaking one of the strictest rules of the parks. This was not nature conservation! Cookies[1] and candy[2] are not part of a bear's normal diet! There were also some unfortunate accidents, for even the fairly mild black bear cannot tell where the cookie ends and the hand begins. In Yellowstone, the bears have been taken miles away into the wilderness, but in a few other parks they are still a nuisance.

---

[1] something to which attention is given before anything else
[2] men who cut down trees to sell them

The national parks are run by the National Park Ranger Service. The Rangers are men and women with special qualities, for they are not only conservationists. They also have to look after the visitors. They act as guides, and must be ready to answer quite learned questions on the plants, animals and geology of the parks. In addition they are trained policemen and policewomen qualified to use guns, though they keep these weapons out of sight in their cars, not wishing to spoil their friendly image with the public.

Rangers must be ready to deal with emergencies of all kinds. They frequently have to rescue inexperienced climbers stuck half way up a mountain rock face. Then there are some backpackers, who in midsummer walk with their packs on their backs to the bottom of the Grand Canyon without enough water, regardless of the warning that the temperature is many degrees higher on the floor of the canyon, one mile down, than it is on the rim.

The national parks make few concessions to tourists. Visitors are warned of the dangers, but they are expected to look after themselves and be self-reliant. There is no cable car to the floor of the Grand Canyon, and no motor road. The only way of getting to the bottom is to follow a rough track down the precipices on a mule or on foot. The shortest trail is seven miles long.

In the mountains and forests of the northwestern States there is one animal that is especially to be feared, the brown, or grizzly, bear. It is the largest and most ferocious carnivore (flesh eater) in the world and will attack humans on sight. Grizzlies are now rare, but there are more than 250 of them in Yellowstone. There are warnings everywhere, about leaving food uncovered in tents at night, about what to do if you suddenly meet a grizzly on a lonely trail. The grizzly is a protected animal, and if the Rangers have to shoot one, they use tranquillizing darts instead of bullets whenever possible. There are about 100 grizzly incidents a year, a few of which are fatal. Not many when one considers that 2½ million people visit Yellowstone each year.

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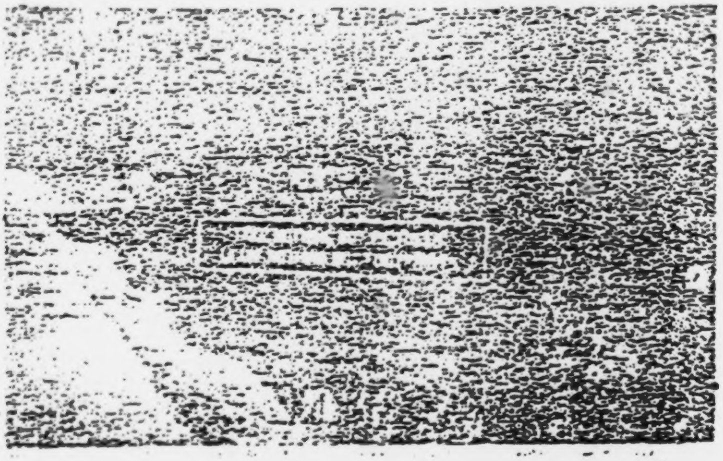
[1] sweet biscuits [2] sweets



One of the biggest problems for the conservationists is preserving the parks from the footsteps of the countless millions of visitors. Until recently, campers would line up along the valley floor for places in the campsites at Yosemite, which is about 375 miles east of San Francisco. Now they must make their reservations months ahead. There are one or two hotels in the bigger parks, and also groups of log cabins. Outside the park boundaries there is a growing rash of motels. But the wilderness in the heart of every park is untouched.

A Vocabulary

Show that you understand the following words by using them in sentences of your own:

tree-fringed conservation geology rot carnivores
priority self-reliant make concessions to

B Questions on "America's National Parks"

1 What is the purpose of the recreation areas?
2 What did the lumberjacks do when they were told that they would no longer be able to cut down the redwoods?

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3 What has priority in the national parks?
4 The forests in the national parks often look very untidy. Why?
5 The parks make few concessions to tourists. Give examples to show that this is true.
6 Why is the grizzly bear so dangerous?
7 Why don't the Rangers exterminate it?
8 Why isn't it necessary for campers to line up for campsites in Yosemite any more?

C Grammar

In the piece below, each construction is to be found in the text. Insert a suitable verb, adjective or noun in the gaps, being careful to use the right past tense.

Dan Murphy . . . to take a photo of a bison. He . . . to find one in a meadow near the road, and he did. He . . . his car to have a look. Then he got out of his car and . . . the bison to take a photo. Dan knew that visitors (not) . . . to go near the animals, because they are wild. There was a large dead tree that . . . to rot. He . . . behind the tree to have another look. The bison was asleep. He had to find . . . to wake it up, because he . . . to take a picture of it standing up. He . . . to throw things at it. He . . . to wake it up, but the bison went on sleeping. Dan . . . to feel annoyed. "How could the animal . . . to stand up?" There was only one . . . to make it stand up. He went straight up to the bison and gave it a kick. Dan did not . . . the bison to stand up so suddenly. He . . . to jump away, but he dropped his camera and . . . to pick it up. The bison killed Dan.

D Function

Criticism
Make up a dialogue between two Rangers, Pete and Mike, who are discussing the death of Dan. Pete tells Mike what happened. Mike gives his comments:

stupid blame fault deserve not blame
disobey instructions

Now make up a second dialogue. You witnessed the scene and are telling a friend, who makes comments:

How could he be so crazy? etc.

E Debate

Should the national parks be mainly for people's education and entertainment, or should their main purpose be environmental – the conservation of the few remaining wildernesses? Do you think both purposes can be achieved without conflicting with one another?

F Write a story in which you imagine a week in the life of a National Park Ranger.

Unit 16 Enjoying the Great Outdoors

Few countries have such a varied and tempting "Outdoors" as the USA. There is every kind of climate except tropical: Arctic in Alaska, Mediterranean in southern California, temperate in the northwest and northeast, subtropical in Florida, desert in Arizona and New Mexico. Death Valley, California, has the most consistently high summer temperature in the world. It sometimes persists at 132°F.

As for the landscape, it is enormously varied and spectacular. In the west there are the Rocky Mountains and the Sierra Nevada, with their snow-capped peaks, and in the east the wild, forest-covered Appalachians, whose highest summit is nearly 7,000 feet. There is an abundance of waterfalls, gentle rivers, lakes that are small and intimate or vast like the Great Lakes. Lake Superior is the largest freshwater lake in the world and the waves which break on its shores are like the waves of the sea. In winter and in spring, campers are tempted by the clear skies and dazzling multi-colored rocks of Arizona, Colorado and New Mexico. Even the bleak splendor of Death Valley attracts many winter visitors.

Everything worth seeing in the USA is accessible to campers,

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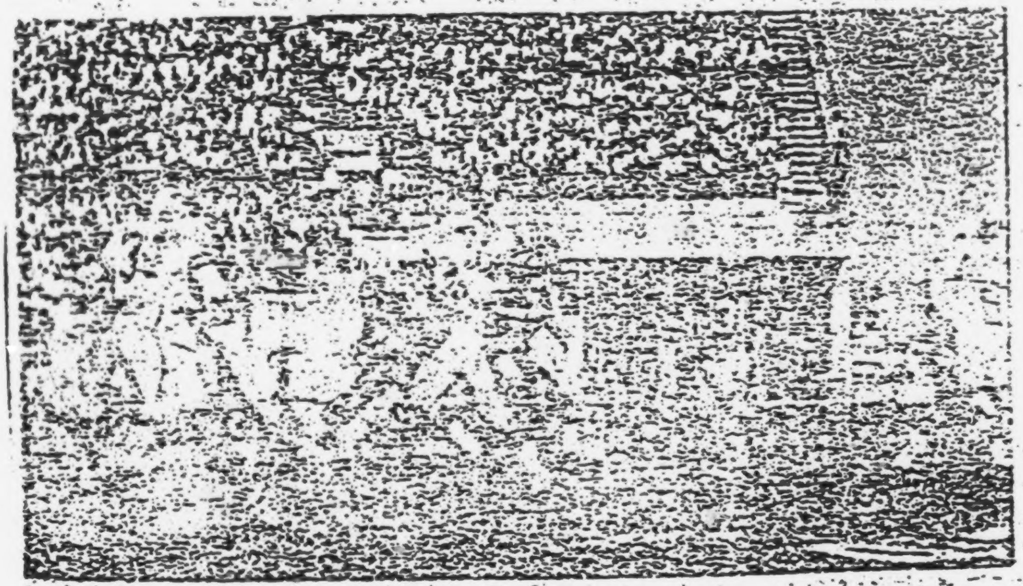
American football, not to be confused with the football called soccer, is the American national sport. It developed from the British game of rugby and, although it is played in no other country in the world (except Canada), it excites tremendous enthusiasm. Intercollegiate games (games between universities) are great social occasions. More than 100 thousand mothers and fathers, brothers and sisters, students and football fans from the general public, crowd into the huge, luxurious stadiums. During a recent college final in the Rose Bowl at Pasadena, California, there were severe earthquake tremors, but nobody noticed!

Then there is the razzamatazz[1] – the splendidly-trained brass bands, the teams of pretty girls twirling batons and dressed in fancy costumes who march like well-drilled soldiers during the half-time show, the cheerleaders urging the fans to shout encouragement or applaud good play.

The method of scoring in American football is the same as in rugby. Players try to carry the ball over the opponents' line, and then to earn more points by kicking the ball between the upright goal posts *above* the bar. But that is where the likeness between the two games ends.



Two Kinds of Football

American football has a reputation for being a brutal and dangerous game. This reputation is not really deserved. The players hurl themselves at each other fiercely, but today their uniforms and helmets (fitted with visors to protect their faces) are so skilfully padded that there are few serious injuries. By comparison, the rugby player is almost naked, having only a thin jersey and a pair of shorts to protect him from his opponents' boots and tackling.[1]

The football coach is a very important member of the college staff – more important than the professors, some say! The coach picks promising football players from the high schools,[2] and recommends that they be given scholarships. This is the only way some boys from poor families with no intellectual background can get to college. Quite a few of these students go on to become professional football players. The names of professional football clubs are as well known to Americans as professional soccer clubs are to Europeans and South Americans.

The Americans are addicted to crazes. When they take something up, they do so wholeheartedly, and often the rest of the world follows their lead. Jogging is an example of this. The Americans now have another craze, a game which most other countries call "football," but which they call soccer. Soccer is spreading like wildfire through all the States and gaining in popularity on baseball. It is being run by big business and TV advertisers, who are doing everything they can to sell it to the public. They are employing famous fashion designers to design novel uniforms for the players. They have introduced a musical background to the games, and there is a big screen in the stadium which explains to spectators what is happening. Most important, they have hired, at enormous expense, famous coaches and players from Europe and South America. They have also changed some of the rules, including the offside rules to make the game more exciting.

Soccer games can now draw crowds of over 70 thousand in cities where baseball attracts a mere 20 thousand spectators. The soccer stadiums are much more luxurious than the vast majority of European and South American league grounds. There is a seat for everyone and a parking lot[3] for 25 thousand cars. Soccer is being brilliantly promoted, like any other promising American product.

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[1] bringing your opponent to the ground, to stop him carrying the ball towards your goal [2] secondary schools [3] car-park

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A Vocabulary

1 What is a *social occasion*?
2 Name one or two costumes that could be called *fancy*. Otherwise, define the word.
3 Find another word or phrase for *hurl themselves*.
4 How does a *visor* protect an American football player's face?
5 What do you get if you win a *scholarship*?
6 How would you define the word *craze*?
7 Say in more simple language, *spreading like wildfire*.
8 What is the British English for a *parking lot*?

B Questions on "Two Kinds of Football"

1 In what way is American football different from most other games in the world?
2 In what ways are rugby and American football alike?
3 In what ways do rugby players and American football players look different?
4 Why has American football become much less dangerous in recent years?
5 How can some students from poor homes manage to get to a university?
6 How does big business "sell" soccer to the public?
7 Some American spectators do not know much about soccer. How do they learn what is going on?

C Grammar

There are seven past participles and three present participles in the text which are used as adjectives. Make a list of them and then put them into brief sentences. Put the verb in parentheses at the end of the sentence.

Example: He is an interesting man. (to interest)
She is worried. (to worry)

Unit 17 The Sun Belt

Americans have a craze for the sun, a belief that the sun will cure chronic illnesses, and that where there is sunshine there will be a job – or, if not a job, at least a warm, pleasant place to be unemployed. There will be low electricity bills, and no need to spend much on clothes! There will be the simple luxury of being able to sit on the porch the whole year round in an open-necked shirt or a swimsuit.

The most desirable place in the American sun is the coastline of southern California, for here the climate is Mediterranean. It is rarely too hot and rarely too cold. This being so, the price of apartments and rents, and land for building homes, is beyond the means of the average sun-seeker.

So the sun-seekers moved east across the mountains into the harsh, burning desert, where there is no shade from the sun's heat, which in summer frequently tops 130 degrees Fahrenheit.

The desert in the far south of California, however, is rapidly being converted into a vast suburb that has no city center. Its development has not been planned. Shacks and mobile homes[1] are scattered over many square miles of rock-strewn desert.

The sun-seekers have now moved eastwards again, and about half a million people have colonized large areas of the Sonora Desert in Arizona, destroying much of its lonely beauty with an ugly sprawl of unplanned buildings. The Arizonans have mixed feelings about this invasion. The newcomers have brought money and employment to the little cities of Tucson and Phoenix, but they have ruined the environment. More serious, they are rapidly using up the water which lies under the desert near Tucson. Arizona is consuming its water twice as fast as it is replenishing it. There are settlements in the desert where only the roads have been built, and which will remain empty through lack of water.

The neighboring state of New Mexico is now waiting with dread for the flood of sun-worshippers. New Mexico is proud of its wild mountains and deserts and its two romantic rivers, the Rio Grande and the Rio Pecos. A former governor of the State wrote: "We can no longer afford the luxury of developers who care greatly for the profits of land use but little for the land itself."

To many New Mexicans, California's greatest city, Los Angeles, is the perfect example of what a city should not be. There are more automobiles per head of population in Los Angeles than in any other

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[1] a prefabricated home transported to a site on a truck and then connected to electricity, water, etc. There are sites outside every city

American city. Until unleaded gasoline was introduced car fumes were a danger to health and the Los Angeles smog was as famous as London's fog used to be.

Recently the *Albuquerque Journal* of New Mexico printed this warning: IN CALIFORNIA THEY INVENTED LOS ANGELES. IT DOESN'T WORK! SO THEY ARE SENDING IT HERE.

Florida is perhaps the most popular state in the Sun Belt. In fact, it calls itself "The Sunshine State." It has a subtropical climate and

46th Street beach at Miami Beach

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is ideal for a winter vacation. From November to March northerners and easterners come in their tens of thousands to lie on the warm, sandy beaches of Miami, Palm Beach and the other resorts along the coast. But Florida is also full of retired people. They have for years been coming to spend their last days in the subtropical sun. Many of them are poor and live in tiny houses or apartments. But they do not have to worry about the dreaded winter cold. They do not have to buy warm clothes. They can live reasonably contented on their pensions.

More and more houses in the Sun Belt use solar energy for their heating. So far the heat from the sun can only be used in a passive role, that is to say, it can be stored and used for heating the house and the washing water — but it cannot yet be turned into energy for cooking or for lighting. However, experiments are going on in southern Arizona, and scientists hope that before too long it will be possible to feed energy from the sun directly into the national electricity grid. One day America's sunshine may become one of her greatest assets.

A Vocabulary

1 What is a *chronic* illness?
2 In what way is the desert *harsh*?
3 What is the purpose of a *mobile* home?
4 Why is a *sprawl* usually ugly?
5 What happens when something is *consumed* twice as fast as it is *replenished*?
6 How would you describe, very simply, what *solar energy* is?
7 Explain the meaning of *assets*.

B Questions on "The Sun Belt"

1 Why do Americans have this craze for the sun?
2 If you look down from the air on the deserts of southern California, what will you now see?
3 Where do the people who live in the Sonora Desert get their water from?

4 What do the lines about Los Angeles in the *Albuquerque Journal* mean?
5 Explain, too, what the former governor of New Mexico meant in his comment.
6 Why is Florida so suitable for retired old people living on a low income?
7 Why would solar energy help these old people even more?

C Grammar

Fill in the gaps with a preposition of time, e.g. since, on, for, in.

Jill: I'm sorry you're not well.
Jack: I'm afraid it's chronic.
Jill: How long have you been sick?[1]
Jack: . . . last summer . . . five months.
Jill: When did you last see the doctor?
Jack: . . . May . . . May 2nd.

D Make this passage into a dialogue.

Mr. and Mrs. Leporelli told their Canadian visitor, George Busby, that they loved living in Miami, Florida. George asked them why, and Mrs. Leporelli replied that they did not have to bother about heating or warm clothes. George was surprised that they did not object to the smallness of their house or the cracks in the walls. Mr. Leporelli said that didn't matter. George asked them whether they found it cheaper living in Florida. Mrs. Leporelli replied that it was much cheaper in Florida than in New York. Besides, Mr. Leporelli explained, being now over 60 they got all kinds of help from the Government, including Medicare (free hospital treatment, doctors, drugs, etc.).

E Would you like to be one of those who go to the desert in search of the sun? If so, would you like having other people around you, or would you try and avoid them? Would you consider the environment? Give your views in a class discussion

[1] 🇬🇧 ill

Unit 25 American Women

Women played a vital part in the conquest and settlement of the West. They often endured hardship and danger with courage and fortitude. They acted as a steadying force in the Western cow towns which were not as romantic as Western movies make out. Liquor, gambling, the dancing girls in the local saloon were about the only entertainment available in the crude little townships. Wives frequently lost their husbands and sons in drunken brawls, in family feuds, in fights with Indians or cattle rustlers.[1]

American women at work — landing of the Pilgrim Fathers at Cape Cod, 1620

Western states were the first to give women the vote. Between 1869 and the outbreak of World War I, seventeen states west of the Mississippi gave women the right to vote in state elections for Governors and Representatives. It was not until 1920 that the Federal Government, under pressure by suffragettes (women insisting on their right to vote), followed the states' lead and permitted women to take part in national elections for Congressmen and the President.

Women have made great strides since then in achieving political equality. Recently, American feminists have been working hard to achieve social and economic equality as well as political. Their belief is that, as there is nothing that women cannot do just as well as men, they should be shown the same respect and have the same social rights and the same pay as their male counterparts. Anything less is discrimination and sexism.

Few American girls agree with the extreme feminists who deride marriage and romantic love, but more and more of them are prepared to live with a man outside marriage, often with the intention of buying a home and marrying only when, between them, they have

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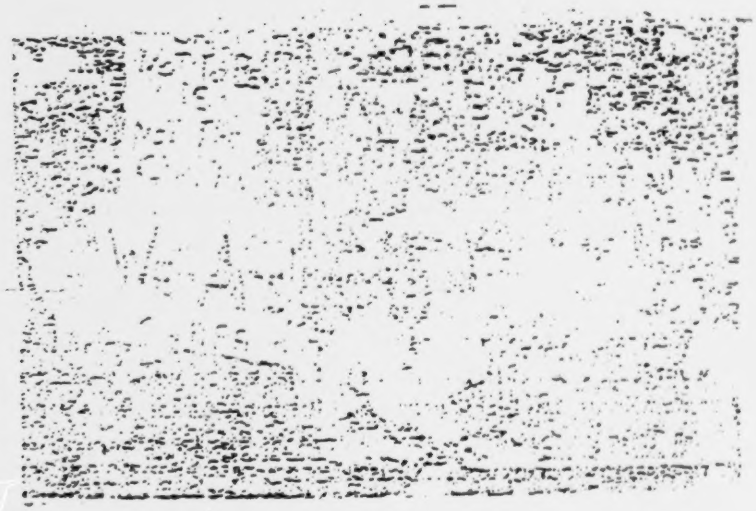
[1] cattle thieves



American women on the march in New York, 1970s

saved enough money. Young couples today share both the household chores and care of the baby.

The older generations, especially those that live in the city suburbs, are bewildered and disturbed by this trend. It is all against the great American tradition of the "home" as the symbol of the unified family.

The American woman makes the most of her free time. She helps with political campaigns. She sits on committees. She goes to classes of all kinds, from health foods to English literature, from environmental studies to karate. She swims, plays tennis, and she takes an active interest in her children's education. In most of these activities her companions are other housewives from her neighborhood.

The American Women's Liberation Movement has been influential enough to help elect women to several State Governorships, the mayoralities of large cities like Chicago, and the US Congress, as well as to insist upon women in the President's Cabinet. But no woman has been elected either to the Presidency or Vice Presidency. Indeed, they have not even been nominated by either major political party, despite the examples of women abroad reaching the highest offices in Britain, India and Norway where they have been elected Prime Ministers.

There are women executives of some important industries and businesses. In fact there are women in most jobs which were formerly reserved for men. There are women lawyers, doctors, architects, as well as women bus drivers, but the ordinary working woman still earns less than a man gets for doing the same job — although there is a law which makes this illegal. American girls tend to marry young, which means that 60% of the women in work are married.

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This also helps to explain why so many young married couples have such a high standard of living.

American women seem to have more self-confidence than women from most other countries. For years they have felt no inferiority whatsoever to the male sex. Therefore visitors to the USA rarely meet militant feminists.

A Questions on "American Women"

1 How was it that women in the Far West became so tough and dependable?

2 Explain how cattle rustlers earned their living.

3 How many states west of the Mississippi can you name?

4 Many American housewives believe in educating themselves How do they set about it?

5 In what ways have American women achieved equality with men, and yet why do they still have good reason to complain?

6 Which attitudes of American feminine liberationists do you consider "extreme"?

B Grammar

1 With which of the following words could you use these adverbs:

a *very* and *fairly*

b *almost* and *absolutely*?

perfect impossible tired big unique exhausted full
angry improbable unlikely new old romantic imperfect
heavy beautiful pretty

2 With which of the following adjectives could you use:

terribly completely astonishingly

wonderful nice clever great bad poor strong-minded
outstanding perfect available old brave hot satisfied
enjoyable

C List those jobs you feel women do better than men; those jobs men do better than women; those both do equally well.

Unit 13 San Francisco

When will it come again? Will it ever come? These are the big question marks hanging over the city of San Francisco, for San Francisco lies on a fault, or crack, in the Earth's surface which stretches right down the Pacific coast of America and has already produced one devastating earthquake. In 1906 a mighty tremor flattened the whole of downtown San Francisco, cutting the gas pipes and starting a fire which destroyed all that remained of the wooden buildings. When it was all over, more than 600 people lay dead among the burnt-out ruins, crushed or burned to death.

The San Franciscans courageously rebuilt their city and turned it into one of the most desirable places in the whole of the USA. Experts say that another quake is inevitable, and that it may be more disastrous than the quake of 1906. Yet since the devastation of 1906, the population has grown to over 700 thousand with the highest proportion of Americans of Oriental ancestry in the continental United States.

One part of the city, the hill overlooking the sea and the harbor entrance, survived the earthquake. It is crowned by the beautiful Golden Gate Park. The ancient cable cars, built more than a century

San Francisco — hills and cable cars

ago by a Scottish born American, still climb, packed with tourists, up and down the steep streets with their gaily-painted 19th-century houses, a reminder of the days when the San Franciscans made fortunes out of the gold miners of the '49 Gold Rush.

After World War II, many San Franciscans left the old city houses and moved to the suburbs, not because they were afraid of earthquakes, but because there was a trend for living in the suburbs. Many of the old painted houses were taken over by poor people or hippies[1] who failed to keep them in good condition. The paint peeled off the wooden facades. The bright colors[2] faded. They began to lose their charm. Now the trend for suburban living is being reversed. Well-off people are buying and restoring many of these historic houses and are moving back into the city.

Fear of an earthquake does not seem to worry San Franciscans too much, though they are sensitive to the shaking or trembling of the buildings in which they live and work. Heavy trucks going by sometimes produce a false alarm. But most people are fatalistic. If it comes, it comes! The tall modern buildings are constructed of brick and concrete, which means that in a severe earthquake many more people would be crushed than in 1906. One of the latest skyscrapers, the Pyramid, has been built on stilts and this, it is claimed, makes it earthquake-proof.

In the 1930s, long before the Europeans had constructed suspension bridges on such a huge scale, the Americans spanned the Golden Gate, the entrance to San Francisco harbor, with a mighty suspension bridge. It was in those days by far the largest suspension bridge in the world, and is still one of the most beautiful. They also joined San Francisco to Oakland, across the Bay, by building a bridge 4½ miles long. The two parts of this bridge meet on a small island, through which a connecting tunnel has been bored. San Francisco's bridges are a fine example of the adventurous and self-confident expertise of American engineers, an example of the Frontier Spirit which still lives on in many Americans.

San Francisco has a mild climate, spoilt only by the summer sea fogs which creep over the city in the afternoon, causing unsuspecting tourists to shiver in their cotton shirts and dresses. It is no longer quite the American's dream city. It has lost some of its sparkle. The famous waterfront with its Italian seafood restaurants has surrendered to property tycoons, who have replaced the intimate little eating places with expensive modern restaurants and motels. But many people still regard San Francisco as a paradise, and it still heads the list of most tourists' itineraries.

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[1] young drop-outs from society who prefer an unconventional life style

[2] 🇬🇧 colours

A Vocabulary

1 What sort of *fault* affects San Francisco?

2 What did the ground do during the earthquake to cause a mighty *tremor*?

3 What is a *false alarm?*

4 What is the difference between San Francisco *cable cars* and street cars?

5 What are your feelings if you are *fatalistic*?

6 What do you make if you *bore* through something?

7 What distinguishes a *tycoon* from an ordinary businessman?

B Questions on "San Francisco"

1 What caused most of the deaths in the San Francisco earthquake?

2 How did the San Franciscans show their courage and their determination?

3 What sort of population does San Francisco have?

4 How did the early inhabitants of San Francisco grow rich?

5 Did the San Franciscans start moving from the center of the city through fear of another earthquake?

6 The city lies on a peninsula. What did the San Franciscans do to make themselves less isolated, or cut off?

7 What makes San Francisco less attractive than it used to be?

C Grammar

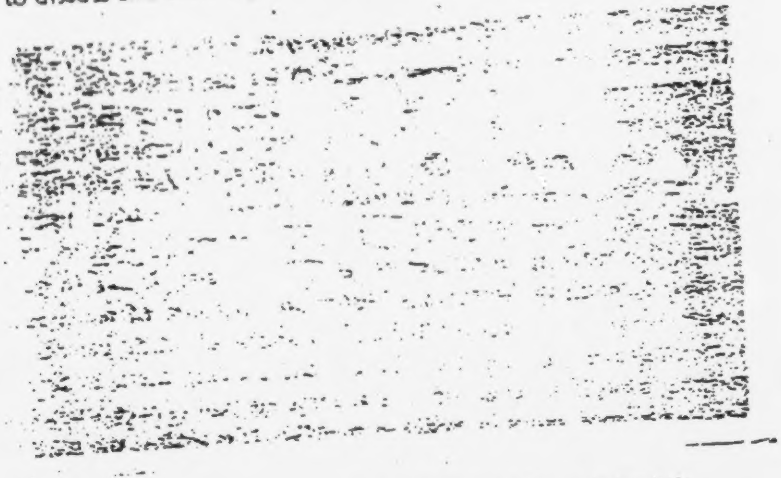
Turn the following sentences into the same tense in the passive.

1 A mighty tremor flattened the whole of downtown San Francisco. It cut the gas pipes and started a raging fire. It destroyed the wooden houses.

Unit 23 Growing up—at Home and at School

Teenage Americans are friendly and uninhibited with visitors. There seems to be no generation gap. This is, in part, due to the way they have been brought up at school and in the home. Discipline, so important in the schools and homes of some countries, is given much less emphasis than self-discipline in American schools and homes. Americans of all ages tend to question orders, if they are doubtful about them. It is not in their nature to obey blindly, and if there is a crisis and there is no one to tell them what to do, they use their own initiative.

Americans are encouraged to be independent at school. It is a tradition dating back to the 18th century when American pioneers pushed the frontier further and further west, upheld by their courage, their initiative and their faith in God. Young Americans are expected to discuss and even argue in the home.



A sociology class in High school. The teacher has a flower in her hair

Education has a very honored[1] place in American society and, with some exceptions among the wealthy, parents of every kind of background and of all income groups send their children to the local high school. It is an article of faith in the American Dream that a good education will enable a child to achieve a higher standard of living than his or her parents. High schools are public schools in the proper sense of the word (not to be confused with English "public schools," which are private, elitist[2] and very expensive).

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[1] 🇬🇧 honoured [2] belonging to a very small and privileged section of the community

American high schools, junior and senior, have a good reputation. They take their responsibilities very seriously — and not only in the classroom. They have guidance counselors to whom children can go privately if they have any special problems, especially about their careers. Parents are encouraged to share in the school life of their children. In some lower grade classes they actually go into the class during a lesson and help the teachers with plays and class reading, and most schools have highly successful Parent-Teacher Associations. Teachers and parents get together and discuss their children's problems. John has made no progress at all during the last term, because, the teacher suspects, he is in love with a girl in the same class who has rejected him, whereas Gail seems to be just plain lazy. The parents claim that she has no self-confidence and this makes her appear bored! Between them, parents and teacher work out a plan of action.

There are some schools in the ghetto districts of big cities where the classroom can be a nightmare, both for the teachers and for the majority of pupils who want to learn. The worst of these schools have been nicknamed "blackboard jungles." In order to overcome these acute problems, "busing," in which mainly black and Hispanic children are taken by bus to white schools and whites taken to black and Hispanic schools, is employed. Many blacks and Hispanics claim busing has been successful; many whites deny that it has. In many States, compulsory busing has been halted because of white resistance. Where it can not be halted, a number of white parents are removing their children from school and sending them to private schools, even if the educational standards are low. There are only a few really good private schools in the USA. It is against the spirit of American democracy to have special schools for the privileged few. White opponents of busing maintain that their white children in predominantly black schools suffer from racial prejudice, just as black minorities suffer in predominantly white schools. Arguments between advocates and opponents of busing often generate more heat than light, but the general impression is that relations at "mixed" schools are steadily improving and there are many lasting friendships formed between whites and black and Hispanic children.

Choosing and preparing for a career are of extreme importance to American teenagers. There are now special high schools which train boys and girls for jobs — secretaries, mechanics, computer specialists, accountants. Businessmen take an interest in such schools and encourage the teaching of salesmanship and business techniques. The fear of young people today is to grow up and find no job waiting for them, so they need no encouragement to work hard at school.

According to the media,[1] especially TV, American teenagers are crazy about pop music, carry transistors around with them everywhere, and spend most evenings in a discotheque. Of course, many do. The same media also suggest that young Americans are very emotional about pop idols and about their own love affairs, and like to analyze their feelings and discuss them with one another. Americans are not usually inhibited and do not mind discussing their emotions.

Young people mature early in the USA. It is not always easy to tell a girl of fourteen from a girl of eighteen. Girls of ten have dates with boys. Some states allow teenagers as young as fourteen to drive provided they have completed a driver's education course at school and have passed the usual driver's test. Parents buy the car, but the children are expected to run it. So they often earn the money by taking an evening job after school or in the vacations.

It is impossible to generalize about young Americans. There are those who are frivolous and promiscuous, or who alienate the affections of their parents. But there are also those about whom one hears little, those who live in well-integrated homes, and who take their responsibilities as US and world citizens very seriously.

A Vocabulary

1 If you want to put *emphasis* on a word when talking, what do you do?

2 Who would be the *elitists* in a society?

3 What do *counselors* try and give to students who go to see them?

4 How would you feel if your boy/girlfriend *rejected* you?

5 What does an *accountant* deal with every working day of his life?

6 If, or when, you are *emotional*, how do you behave?

7 Explain the phrase *pocket money*.

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[1] radio, TV, newspapers, magazines

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B Questions on "Growing up – at Home and at School"

1 What character traits do some American parents consider essential in the bringing up of their children?
2 What sort of relationship do the average American parents have with their children's schools?
3 Some parents play an active part in the school life of their children. How?
4 What is the purpose of busing?
5 Why do some parents object to busing?
6 The media do not always give a very flattering picture of American youth. What sort of picture do they often give?
7 How do American teenagers often get the money to run their own cars?
8 How do American and British "public" schools differ?

C Grammar

1 Link the phrases in the left-hand column with suitable nouns and phrases in the right-hand column by choosing the most suitable preposition in the center column. If you feel that more than one phrase in the right-hand column is suitable, put your alternatives in parentheses after your main choice.

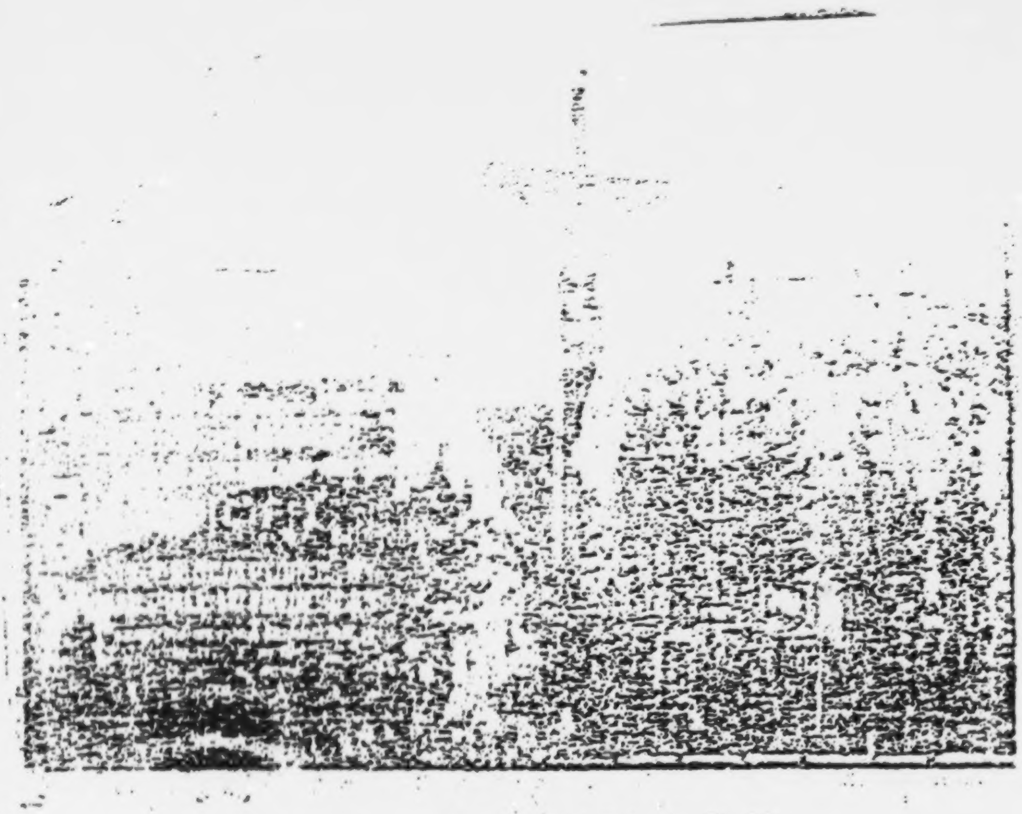
He has a plan
There is a friendship
They are crazy
We're doubtful
We're satisfied
They are opponents
He has no interest
He's in love
She has faith
The school has a high standard
There is a controversy

between
of
about
with
in

Mary
God
education
politics
busing
Bob and Mary
pop music
mixed classes
driving
our children's school
action

2 Make up your own sentences this time, using as "link preposition":

by for without at on



Amusement Resort – Disney World, Orlando, Florida.
Fleet of cabs (taxis) – Yellow Cabs, New York City.
Airline Fleet (non-Communist) – United Airlines.
Medical Center – Chicago.
Fountain – at Fountain Hills, Arizona: the fountain rises to 560 feet.

The Busiest

Subway – New York City: carried 2 billion passengers in 1970.
Airport – O'Hare Airport, Chicago: 2,000 takeoffs and landings a day, 44 million passengers a year.

The Most Expensive

Hotel – Astroworld, Houston, Texas: suite on ninth floor costs $2,500 a day.
Private House Ever Built – Hearst Ranch, California, built by William Randolph Hearst, newspaper publisher: it cost $30 million to build. Has garage for 25 limousines, and employs 60 servants. Unoccupied today.

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The Top-Selling Soft Drink

Coca Cola (Headquarters, Atlanta, Georgia) – 165 million Cokes are drunk every day in 130 different countries.

Americans are also proud of their natural wonders. They have the largest, the tallest and the oldest trees in the world. The most massive tree is one of the Californian "big trees," a Sequoia called "General Sherman." It is the largest living thing on earth, and has enough timber in it to make 5 billion matches. The Americans also have the mightiest canyon on earth, the Grand Canyon, which is a mile deep, and they share with Canada the world's greatest freshwater lake, Lake Superior, and the world's mightiest waterfall, Niagara. And they themselves have become one of the mightiest nations the world has ever known. It is not surprising that the Americans "think big."

A Vocabulary

1 What do you say when you *boast* about your car or your house?
2 What happens to something when you *spin* it?
3 How does *sewage* reach sewage works, and where does it come from?
4 What part does water play in a *hydroelectric dam*?
5 Why is a *suite* in a hotel more expensive than a room?

B Questions on "We Have the Biggest!"

1 Where is the Peachtree Plaza Hotel, and in what State is the city?
2 In what region of the USA is Pontchartrain Bridge?
3 How many couples with cars could the owner of Biltmore House invite, assuming that he had six cars of his own?
4 What goes on inside the Superdome in New Orleans?
5 If you spent your honeymoon in the suite on the ninth floor of the Astroworld Hotel, Houston, and you stayed there a week, what is the least amount you would have to pay when you left?

C Grammar

Substitute one of the phrases below for the phrase in *italics* in the following sentences:

Who else how else what else when else where else
why else somewhere else someone/somebody else
anything else nothing else nobody/no one else

1 *For what other reason* would he not want to boast?
2 *At what other hotel* could she have stayed?
3 *In what other way* can I make you realize how tall it is?
4 I begged her to do her gambling *in some other place.*
5 *What other man* would stay in the Peachtree Plaza Hotel?
6 *At what other time* do you think you'll be able to play at the Superdome?
7 *Only you* can drive me to the airport. There's *no other person* here.
8 There's *not another thing* we can do.
9 Can you think of *any other thing* we could do?
10 No, *that's the only thing* we can do.
11 Can you think of *another person* we could try?

D Function

Great praise and strong criticism
What is your opinion on:
television gambling skyscrapers
sewage plants atomic plants your doctor
your boyfriend/girlfriend amusement resorts
Adjectives you could use for *praise*:
marvelous terrific exciting exceptional wonderful
extremely efficient absolutely essential tremendous
Adjectives you could use for *criticism*:
awful dreadful terrible appalling ghastly foul
hideous revolting unattractive complete waste of time

E Write a letter about a person you have met who boasts about his country. You are irritated, but also rather amused.

The Hollywood Bowl in Los Angeles, a huge outdoor amphitheatre where 250,000 people go to hear music each summer ▶

History/Geography
Mr. Sabato

ANCIENT CHINA

AMAZING DISCOVERIES

A Team Project

Imagine living back in Ancient China and being someone who has a new discovery. How would you get the word out? That is the challenge of the team project you are about to begin.

For this dramatic activity we will have all things as they were in Ancient China except you will imagine one difference. That will be to pretend that they had television on all their farms as well as in their villages and cities. So being, you and your fellow team members are to create a presentation for the "Amazing Discovery Show" being presented on our very own KCHN Television Network.

The two main goals of your team are to present:

A. What the invention or discovery is and

B. Tell how it will advance civilization.

Your team presentation is to include the following:

1. A map showing the civilization and its location.
2. A timeline noting the place in time.
3. Backdrops and props.
4. A model of the invention or discovery.
5. Costumes
6. A dramatic presentation is to be given which can be done in one of the following formats.
   a. T.V. News report or interview
   b. T.V.. Commercial
   c. Skit recreating life in the time period.
7. Music should be included. This can range from providing background music to including a song or rap at some in your presentation.

Team____________________ Period ___

Organize your group by assigning team members to the following roles:

____________________ EMPEROR: The group leader and organizer.

____________________ CIVIL SERVANT: Keeps team records.

____________________ GENERAL: Maintains order and discipline.

____________________ PHILOSOPHER: Maintains the team spirit.

____________________ FARMERS/CRAFTSMEN/MERCHANTS: Workers on

____________________ ____________________ the team.

Team Responsibility Check List

Log in who will responsible for completing each of the following tasks. It will be that more than one person is working on one duty in some cases.

ACTIVITY	Points Possible	TO BE DONE BY
Map	(100)	
Timeline	(100)	
Backdrop/Props & other Art..	(100)	
Models.....................	(500)	
Costumes	(500)	
Music	(100)	
Presentation	(500)	
Teamwork/Conduct/Bonus......	(600)	

Total Points Possible (3000)

INDIVIDUAL RECORD SHEET

Name ______________________________

Team ___________________ Per. ___

Contributions To The Team	Team Points Earned	My Share
Map......................	________________	________
Timeline.................	________________	________
Backdrop/Props/Art........	________________	________
Models...................	________________	________
Costumes.................	________________	________
Presentation.............	________________	________
Other....................	________________	________
Bonuses..................	________________	________
	________________	________

Totals:

GRADES

Team ________________ Mine ________
++++++++++++++ ========

THE USBORNE BOOK OF WORLD HISTORY

This book contains an introduction to world history from the first civilisations to the early 20th century, in short visual chapters.

This material was originally published in six separate volumes entitled: *The First Civilisations; Warriors and Seafarers; Empires and Barbarians; Crusaders, Aztecs, Samurai; Exploration and Discovery; The Age of Revolutions.*

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-86020-959-8

$21.95

ISBN 0 86020 959 8

JFMA JJASOND/93

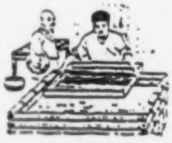
Team ______________________________ Period ______

LIST OF SUGGESTED INVENTIONS AND DISCOVERIES

Use the following list to guide you to a team decision on the invention or discovery that will be the subject of your presentation.

The following are not listed in any order of significance.

Irrigation
Rice
Writing
Pottery
Metal (Gold, Bronze and Iron)
Jewelry/Fashion
Architecture
Silk/Weaving
Domesticated Animals
Salt Mining
Measuring and Calculating
Laws
Cities
Silk Road/Trade
Ships
Theater/Acrobatics
Musical Instruments
Astronomy



Money
Martial Arts
Gun Powder
Compass
Earth Quake Detector
Herbal Medicine
Civil Service
Philosophy
Religion
Fishing Reel
Matches
Rudder
Acupuncture
Horoscope
Lacquer Ware
Print Books
Chariot
Paper

Note: You are not limited to this list. Check with your teacher if you have an invention or discovery that is not listed above. Also, you may do a few things together that are related. For example, you could do herbal medicine and acupunture together.

Topic Selected______________________________ Teacher Approval _____

First Civilisation in China

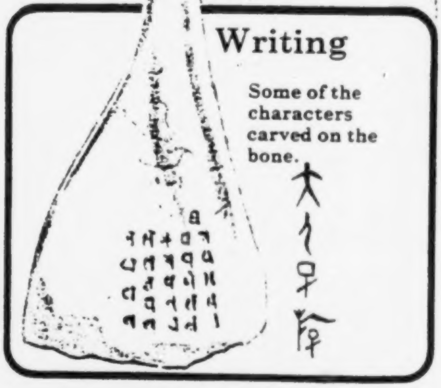
Civilisation in China began near the Yellow River. Here, the Shang kings ruled for about 500 years, until a war-like people called the Chou conquered them in 1057BC.

The kings lived in palaces built of woo and earth.

The first farmers of northern China grew millet and kept cattle and pigs. They probably lived in pit houses dug out of the ground.

Pit houses with thatched roofs.

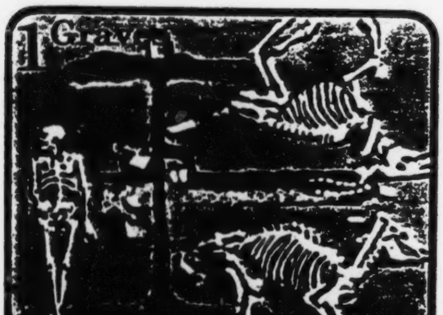
A Chou noble drives away from the king's palace in his war chariot. The chariot had no seat, just a platform to stand on.



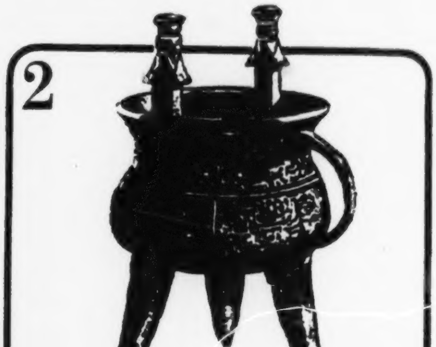
Writing

Some of the characters carved on the bone.

The earliest form of Chinese writing is found cut into animal bones. These were used for taking messages which were thought to come from the gods.



Recently the Chinese opened the tombs of the Shang kings near Anyang. They found the skeletons of horses and charioteers with their chariots.



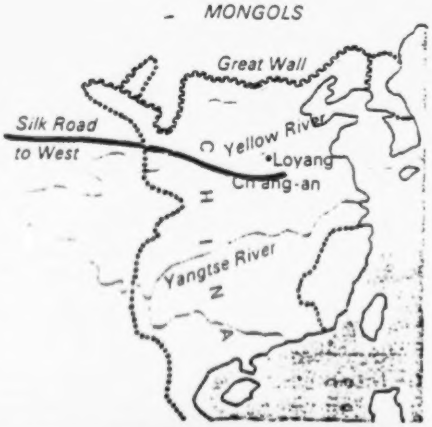
The Shang king thought his ancestors were gods. He offered them meat and wine in bronze vessels like this one. Many Chinese still honour their ancestors today.

Jade ornaments like this animal were sewn to the dead person's clothes. Objects like this ornamental dagger were put in the graves of nobles and rich people.

Great Civilisation in the East

Until 221BC, China was divided into several rival states. Then, the king of a state called Ch'in defeated them all and became the First Emperor of all China. "Shih Huang Ti", as he was called, was the first of a family line of emperors (a dynasty) called the Ch'in emperors.

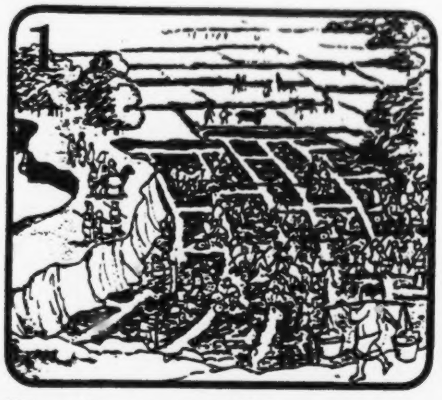
Later, a new dynasty of emperors—the Han emperors—ruled China. During their time, General Chang Chien was sent to the West to find allies. As a result of his travels, a new trade route, called the Silk Road, was opened up.



Key dates

551/479BC	The great thinker **Confucius**.
463/221BC	Period of the warring states.
221BC	China unified under **Shih Huang Ti**, the first emperor. Great Wall built. Beginning of Ch'in Dynasty. Standard bronze coins introduced.
206BC/AD220	Han Dynasty.
200BC*	Paper invented. Beginnings of Chinese civil service.

*These dates are approximate

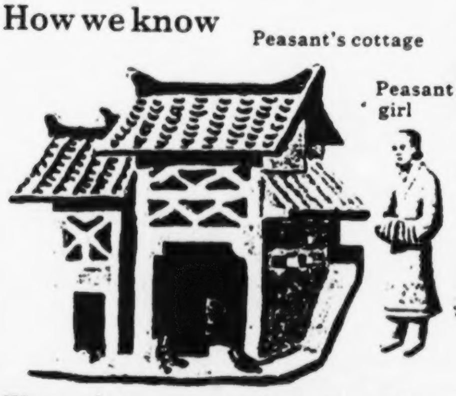


When the people of China were counted in AD2, there were about 60 million. Most were peasants who grew rice, their most important crop, on specially built terraces.

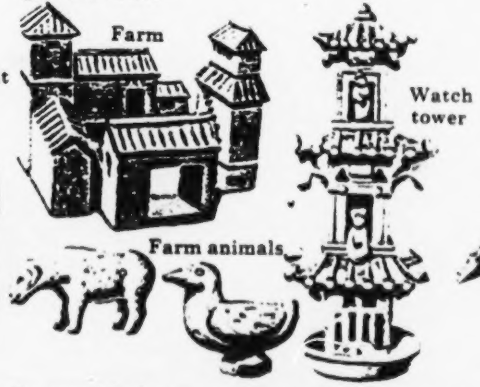
The great lords had huge tombs built for themselves for a comfortable life-after-death. This princess's body was covered with jade, which was thought to preserve it.

The emperor was the supreme lord. He controlled the salt wells, which were vital to people far from the sea. Bamboo tubes were drilled down 400 metres into the brine.

How we know



We can learn a great deal about life at the time of the Han emperors from the pottery models placed in tombs. This is a simple one-storey house a peasant might live in.



In troubled times, even a farm needed towers to watch for barbarians or soldiers. A rich lord had models of servants and soldiers in his tomb to impress the gods.

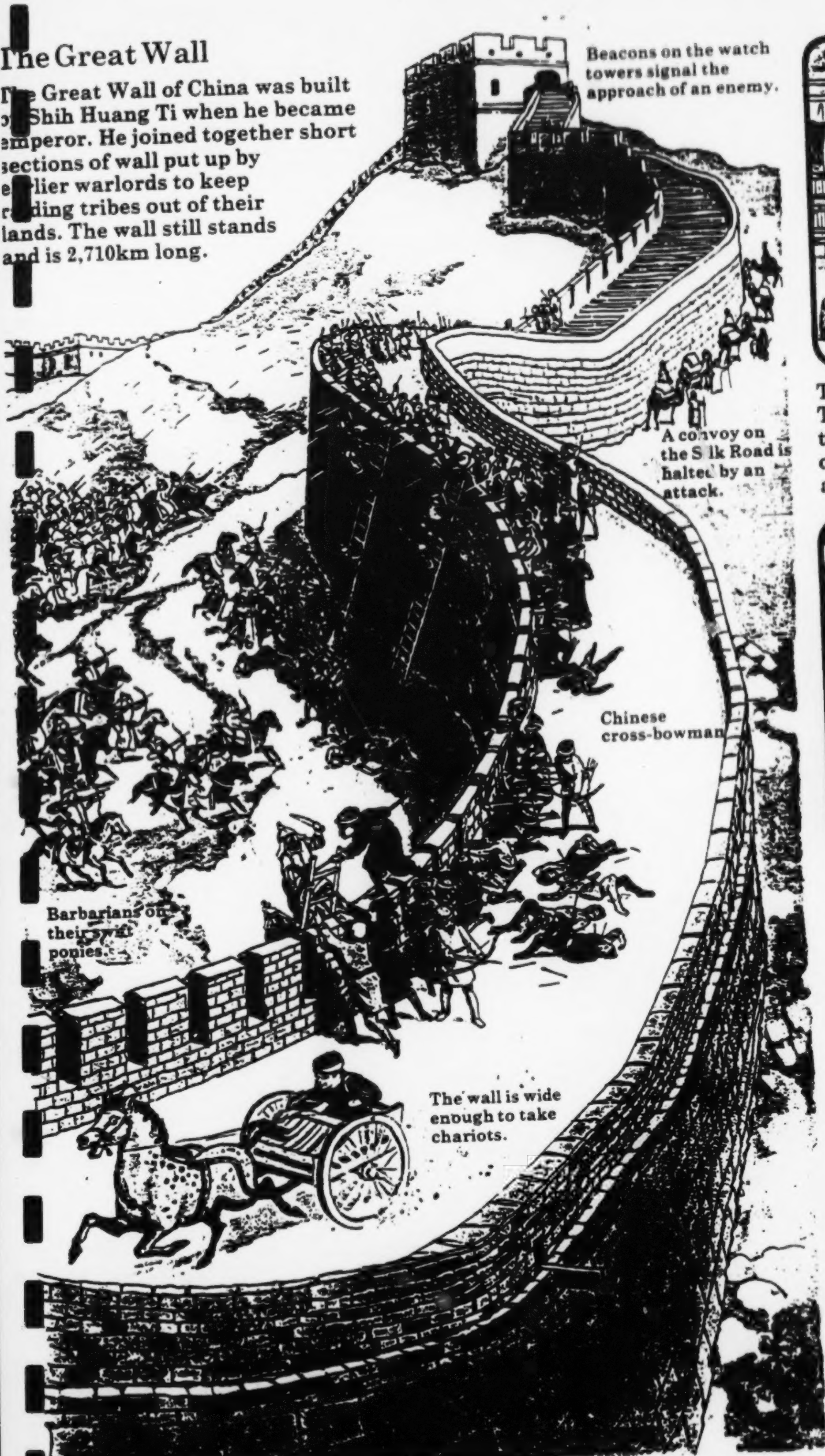
Bronze figure of tall Western horse

General Chang Chien brought back a new breed of horses from the West. The big, strong horses were very useful against the small ponies ridden by the barbarians.

720

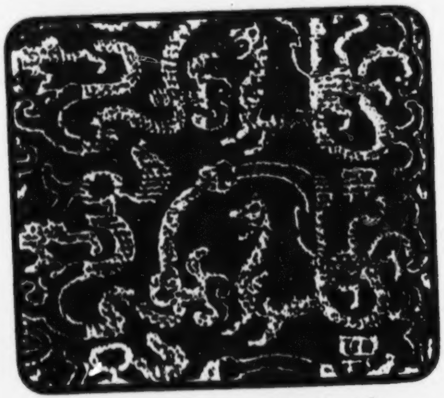
The Great Wall

The Great Wall of China was built by Shih Huang Ti when he became emperor. He joined together short sections of wall put up by earlier warlords to keep raiding tribes out of their lands. The wall still stands and is 2,710km long.


Beacons on the watch towers signal the approach of an enemy.
A convoy on the Silk Road is halted by an attack.
Chinese cross-bowman
Barbarians on their swift ponies.
The wall is wide enough to take chariots.

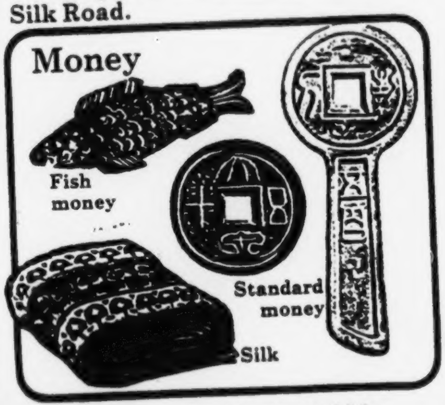
Silk

The Chinese made and sold fine silk. They kept silk worms (caterpillars of the silk moth), which spin cocoons of fine silk thread. They dyed and wove this silk into cloth.



Patterns of plants and animals were woven into the silk. This lion pattern may have been borrowed from Persia, which shows ideas as well as goods were taken along the Silk Road.

Money

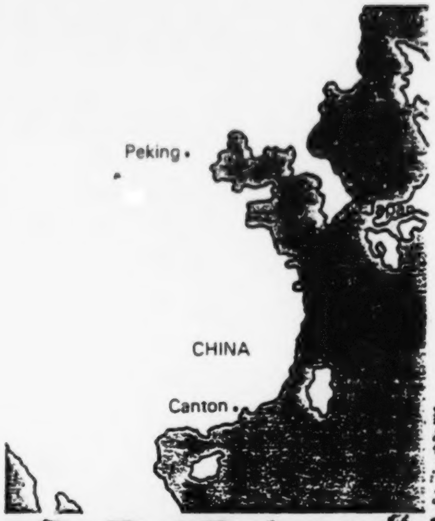


Silk was so valuable it could be used for payment. Bronze coins in strange shapes were also used. Later, round coins with square holes became the standard money.

Silk and Spice Traders

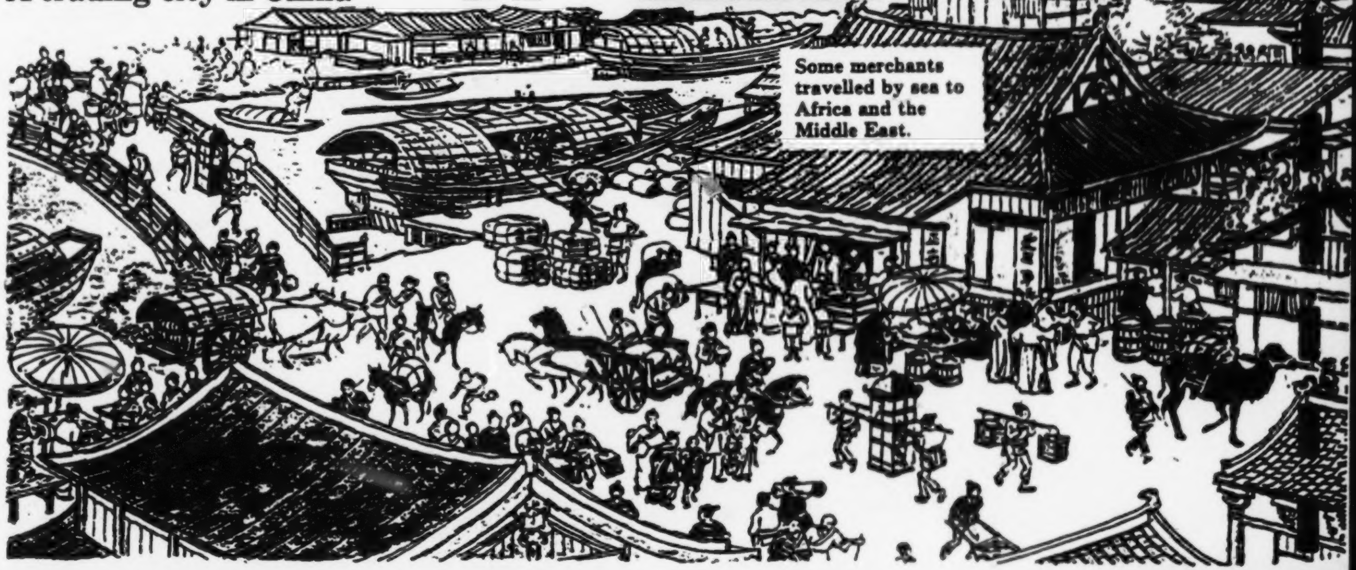
In AD589 a new dynasty (family line) of emperors, called the Sui, began to rule China. They brought peace to the country after a time of long and difficult wars between rival Chinese groups.

Civil servants helped the Emperor to rule. They had to take exams before they were given jobs in government. In the countryside, the nobles, who owned most of the land, gradually became more powerful.



Buddhism had spread from India in the first century AD and was very popular. But many people still believed in the teachings of Confucius and the Taoist religion. At times Buddhists were persecuted.

A trading city in China



Some merchants travelled by sea to Africa and the Middle East.

Chinese inventions

The Chinese were the inventors of several things that were unknown to the rest of the world at this time.

They discovered how to make porcelain, a very hard, fine type of china.

At this time, the Chinese were using compasses to find their way across land and sea. This one is made of lacquered wood.

By the 10th century they were using wooden blocks to print books. This is probably the oldest printed page in the world.

Gunpowder was first used for fireworks. By the th century the Chinese were also using it for bombs an other weapons.

2

Chinese craftsmen were very skilful. At the time when the T'ang family were emperors (AD618/906) they made especially fine pottery figures of animals and servants. These were placed in tombs.

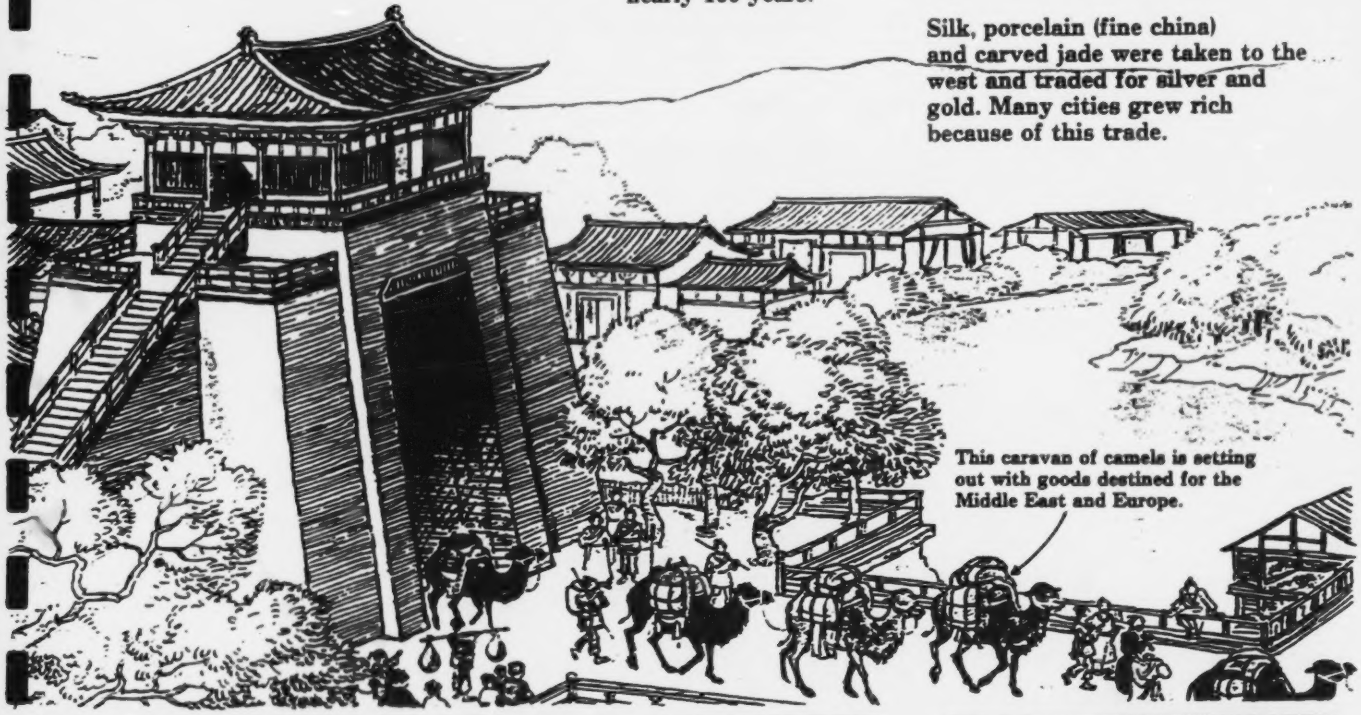
3

In AD1279 the Mongols, led by the great Kubilai Khan, overran China, which they then ruled for nearly 100 years.

Key dates

AD589/618	Sui Dynasty ruled.
AD618/906	T'ang Dynasty ruled. Buddhism very popular.
AD960/1279	Sung Dynasty ruled. Growth of trade. Mongols started attacking northern frontier.
AD1279/1368	Mongols ruled China.
AD1276/1292	**Marco Polo**'s trip to China.
AD1368	Mongol rulers overthrown.
AD1368/1644	Ming Dynasty ruled.

Silk, porcelain (fine china) and carved jade were taken to the west and traded for silver and gold. Many cities grew rich because of this trade.



This caravan of camels is setting out with goods destined for the Middle East and Europe.

1 Marco Polo

Many foreign merchants, especially Arabs, came to China to trade. Later, a few adventurous Europeans arrived. Two of the European merchants who visited China were the brothers, Niccolo and Maffeo Polo, from Venice. On their second visit they took Maffeo's young son, Marco. Here they are meeting Kubilai Khan, the Mongol emperor of China.

2

Marco Polo travelled around Kubilai Khan's empire for nearly 17 years. When he returned home, he wrote a book about his travels. This is the first page of his book.

China

1

Between 1644 and 1912, China was ruled by the Ch'ing (also called the Manchu) Emperors. One of the greatest was Ch'ien Lung (1736-95), shown here.

2

The Ch'ing emperors fought many wars to protect their frontiers, win more territory and put down rebellions. At first they were successful but the wars were very expensive and later emperors found it more and more difficult to pay for them. The country slowly became weaker.

3

The Chinese population was growing quickly but farming methods were still very old-fashioned. It was difficult to grow enough food for everyone.

4

The Chinese Government did not like foreigners and allowed them to trade only in certain areas. The British were keen to extend these areas and in 1839 they went to war.

5

The British won the war in 1842. They forced the Chinese to sign a treaty which gave them Hong Kong and allowed them to trade in certain other ports.

6

Some Chinese decided to strengthen China by adopting certain Western ideas and inventions, such as railways, and steamships. But many still hated foreign ideas.

7

People who hated foreigners formed a secret society called the "Boxers". In 1900 they started attacking all the foreigners they could find in China. Here they are storming a foreign embassy.

This is the Empress Tzu Hsi. From 1862 to 1908 she ruled China, first for her son, then for her nephew. She often plotted with those who hated foreigners.

9

In 1911 there was a revolution and the last Ch'ing Emperor was expelled from China. This is Sun Yat-sen the first President of China.

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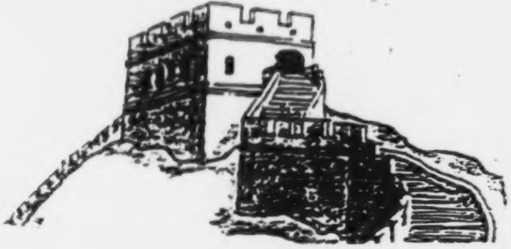
History

Mr. Sabato



Name__________________

Date_______ Per. ____

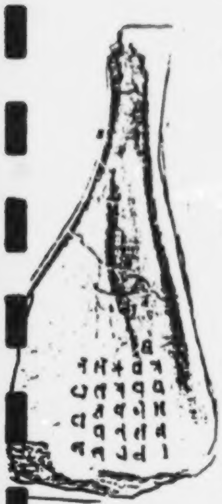
THE HISTORY OF CHINA

READINGS FROM THE USBORNE BOOK OF WORLD HISTORY

"A picture is worth a thousand words." Ancient Chinese Proverb

Study both the pictures and words to bring the story of the China of long ago into the theater of your mind.

CHINA 1500 B.C. to 500 B.C. Read page 62.



1. Find the Yellow River on the map on page 62. Trace it with your finger. That is where civilization began in China. Tell why you think people settled along the river.

2. Study the farm scene on page 62. List some of the first things raised by ancient Chinese farmers.

3. Study the ancient Chinese writing. How do you think it may be similar to modern Chinese writing.

4. Sketch and label some artifacts that were found that indicate the wealth developed in the Shang dynasty.

CHINA 500 B.C. to A.D. 220 Read pages 74-77.

5. Shi Huang Ti is known as the First Emperor. He united the many states of China into one country called Ch'in. How do you think China gets its name?

Actually the Chinese today call their country Zhong Guo, or "Middle Kingdom." Of what do you think they believe they are at the center?

6. The Han Emperors ruled after the Ch'in. Describe the role the Silk Road played in opening up trade with the west.

7. Study and sketch the clay figures found in the Han emperor tombs. Label them.

What do they tell us about the Han?

8. Emperor Shi Huang Ti is responsible for building the Great Wall of China. It was 2710 km. long. It is the only man made object that can be seen from the moon. Why was such an amazing wall built?

Sketch it.

9. Study their coins shown on page 75. How are they different from ours?

10. Describe how the following inventions and innovations of the Chinese improved life.

Civil service:

Paper:

Compass:

11. Kung Fu Tse is known to us as Confucius. What are some of his teachings about...

the role of the emperor:

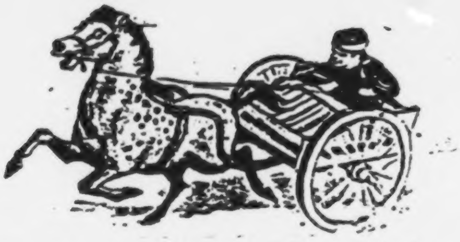
the peoples relationship to the emperor:

CHINA A.D.1750 to A.D. 1914 Read page 189.

19. The Chinese did not like foreigners. The war against the British in 1842 was lost. As a result the British got control of the trading colony today known as ___________ ___________ , which is due to return to China's control in 1996.

20. In 1911 Sun Yat-sen led a revolution that overthrew the last Ch'ing Emperor. He became the first _____________ of China.

Note: In 1949 Mao Zedong led the Communists to power by defeating the Nationalists in a bloody revolution. Today the Communists rule The People's Republic of _____.



12. Study the city scene on page 77. List some things you see that are similar to the following list of our life.

Taxi cab ______________________________

School ______________________________

Grocery store ______________________________

CHINA A.D. 600 to A.D. 1450 Read pages 118-119.

13. Imagine you are a trader in the "trading city" scene. I come up to you. You try to sell me something. What is special about your Chinese good? Convince me to buy it.

14. Buddhism is a popular religion in China today. How did it get to China?

15. Kublai Khan is the great Mongol ruler who conquered China leading to a 100 year period of Mongol. It was during that time an Italian merchant named Marco Polo came China. After seventeen years in China he returned to Europe. Why do you think his book made people want to travel to China?

CHINA A.D. 1450 to A.D. 1750 Read page 153.

16. The palace of the emperor was known as the "Forbidden City." Why did it have that name?

17. Describe traditional Chinese medicine.

It is still practiced in the same way both in China and even the United States!

18. Portuguese and Spanish traders introduced a new crop to China. That crop, in the corn family, is called _______.

THE CHINESE WOMAN: PAST AND PRESENT

FULBRIGHT SUMMER SEMINAR

1994

女

BY JEAN WOLLAM

JORDAN SCHOOL DISTRICT

9361 SOUTH 300 EAST

SANDY, UTAH 84070

For grades 10, 11, 12
World history
Asian studies
Women's studies

WOMEN IN CHINESE HISTORY

"A WOMAN IS NOT THE MOON; SHE NEEDN'T
DEPEND ON THE LIGHT OF OTHERS TO SHINE."
Bai Fengxi

OBJECTIVES:

1. To provide traditional and modern examples of the roles of Chinese women.

2. To provide examples of Chinese women who have achieved in a variety of fields and who can serve as role models for women and men.

3. To identify some of the personal characteristics of women that lead to personal success and contributions to society.

THE BANPO SITE
handout

The following information was obtained from a guidebook entitled Banpo Site--A well-preserved Site of a Neolithic Village. This was purchased on site after a tour of this archaeological dig in Xian.

Define:

1. Matriarchal:

2. Patriarchal:

3. Matrilineal:

4. Neolithic:

I Discovery and Excavation

The Banpo Site was found in the spring of 1953. Archaeologists were interested in it because of its unique cultural characteristics. Archaeologists were not disappointed over the five excavations from 1954 to 1957 which resulted in the discovery of the remains of more than 40 houses, over 200 graves, and nearly 10,000 tools and utensils.

Ⅱ Research and Discussion

Facing the remains of this prehistorical village, different people are for different opinions. Most of the archaeologists agree that this is the ruins of a matriarchal clan commune village in Neolithic Age. The conclusion is made on the following bases; (1) Judging from the quantity as well as the quality and type of the farming tools found at the site, agriculture at that time was in the stage of the development of hoe farming. And generally speaking, hoe farming is just the basic and decisive factor on which matriarchal clan society was based; (2) Women mainly did farming labour during this period of time, so they played an important role in economy; (3) Marital formation suited to this farming economy is the antithesis family. And the pedigree was only reckoned according to the mother's side. We can see it clearly from the tombs (see page 38), and also from the structure and arrangement of the houses. However, a few archaeologists do not think so. They have the opposite opinion that the time in which Banpo people lived belongs to the patriarchal clan society. In fact, this controversy does not harm in any way the deepening study and research on Banpo site. On the contrary, it helps the research.

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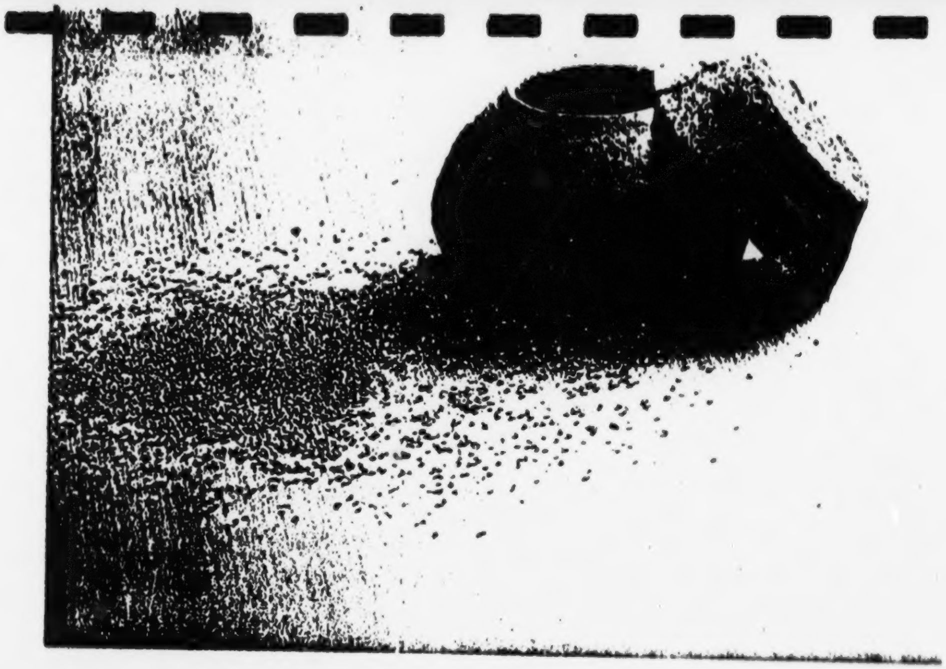
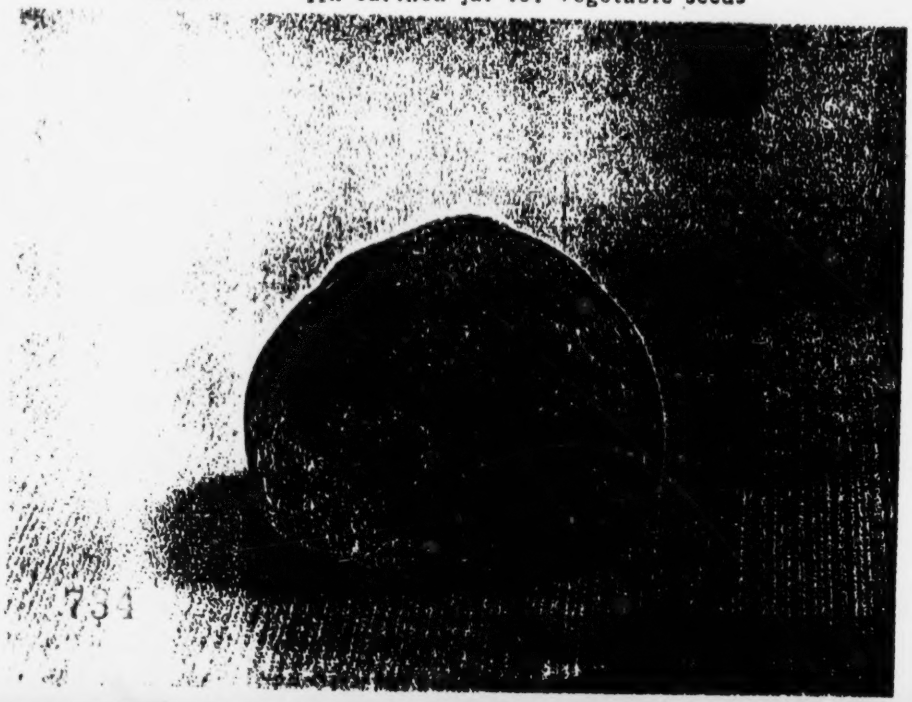
The painting, carefully drawn on the bases of archeological materials, vividly reflects scenes of productive labour under the matriarchy. On the left part of the picture, some members of the clan are chopping trees with their stone axes, others are carrying the chopped wood away. In the distance, people are burning the hazels to clear the land on which primitive farming will begin. Further away, smoke is curling upward from kitchen chimneys in Banpo village, while Zhongnan Mountains dimly standing in the background. At the near sight, several clan heads are at discussion. And on the right a healthy looking girl, with a pointed-bottomed bottle in hand, is just heading home with unhurried steps from fetching water in Chan River.



储粟罐　An earthen jar for millet



储菜籽罐　An earthen jar for vegetable seeds

Generally speaking, matriarchy is believed to be established on such economic bases; women invented farming and were engaged in it at first. Banpo people were just living at this stage. The picture above shows a jar for millet in which is stored the hope for next spring—seeds. The discovery of seeds is evidence enough to prove that China is one of the countries in the world where farming first developed. The picture on the left shows a jar for vegetable seeds. We draw special attention to it because it was in this little jar that we found the origin of the vegetations which once nourished our ancestors.

房子的规模和布局也向我们暗示了半坡人的社会组织结构：中心的大房子是氏族公共活动的场所。星罗棋布的小房子是氏族成员的下榻之处，每座房子可能属于一个对偶家庭的成员。所谓对偶家庭就是以妇女为主加上未成年的儿女和来自外氏族的丈夫。这种缺乏经济联系的不稳定的对偶家庭乃是母系氏族社会的特点。在这种婚姻状态下，通常是女方在家中支配一切，而男子的地位，用曾在塞讷卡部落的易洛魁人中做过多年传教士的阿瑟·莱特的话说，就是“要随时听候命令，收拾行李，准备滚蛋”。

The size and the arrangement of the houses also tell us much about the organizational structure of the society at that time. The big house at the centre was the public place for activities of the whole clan, and the small houses around it were the dwelling places for members of the clan. Each house might belong to an antithetical family that was made up of a mother, her young children, and her husband from another clan. Such unstable antithetical family with no economic links between wife and husband was characteristic of the matriarchal clan society. In such a marriage system, women occupy an important place in the family while men were quite subordinate.

A picture of the reconstruction of Banpo site.

BANPO SITE
Discussion Questions

1. What support do Chinese anthropologists and archaeologists give for the Banpo community being matriarchal?

2. What support do others give for the community being patriarchal?

3. Research briefly the following Native American tribes and discuss whether they are considered matriarchal, matrilineal, or patriarchal:

   a. Iroquois

   b. Navajo

   c. Hopi

4. For interested students: Have students interview an anthropologist at a local college or university. Are there any matriarchal cultures in existence in the world today?

5. Why would it be important to recognize that matriarchal cultures have existed?

TRADITIONAL ROLES OF CHINESE WOMEN
HANDOUT

IDEAL WOMANHOOD

The well-known Chinese classic Admonition to Women, written by Pan Ch'ao about 100 A.D., discussed humility, reverence, and submission as proper characteristics of women. In addition, "tenderness and fraility were desirable traits." This book, which was widely read throughout China for thousands of years, offered this advice to young women: "A wife should be in a passive position for her husband. To argue with him was improper; she should quietly discuss and rationalize with him, even if he were wrong." Another widely known statement, attributed to Confucius, was "The woman with no talent is the one who has merit."

The characteristics of jealousy, conniving, cunning, and gossip were attributed to women. Women were considered the cause of disorder and confusion in the home and society if they were not carefully controlled and trained. This poem illustrated the negative characteristics attributed to women:

> A woman with a long tongue
> Is like a stepping stone to disorder
> Disorder does not come down from heaven;
> It is produced by the woman.

Book of Poetry, Ode X
Translated by James Legge

SECLUSION AND SEGREGATION

At the **age of seven,** boys and girls were separated. They were not allowed to play, sit, or eat together. At **age ten** young girls were secluded in the women's quarters and not allowed to leave the house. When a young woman's reputation was being investigated as a prospective bride/daugher-in-law, the highest praise that could be offered from neighbors being questioned was "We do not know, we have not seen her." This indicated that the young woman had been properly separated from society since a child.

The tradition of **binding young girls' feet** at age seven or eight also served to physically incapacitate and isolate them. Often these girls/women could not walk without the aid of others or of canes. If they could walk unaided, they hobbled slowly and painfully whereever they went. Several traditional rhymes emphasize this practice as a means of keeping women subservient and isolated:

"Why must the foot be bound?
To prevent barbarous running around."
Another example:
"Bound feet, bound feet
Past the gate can't retreat"

Intellectually, women were also isolated at this time. Only specific domestic chores such as cooking, cleaning, sewing, embroidery were considered appropriate for girls. Young women were not highly educated or allowed to participate in the prestigious government examinations. This limitation on intellectual development is poignantly illustrated in this ninth century poem by the woman poet Yu Hsuan-Chi:

On a visit to Ch'ung Chen Taoist Temple
I See in the South Hall the List of Successful
Candidates in the Imperial Examinations

Cloud capped peaks fill the eyes
In the Spring sunshine.
Their names are written in beautiful characters
And posted in order of merit.
How I hate this silk dress
That conceals a poet.
I lift my head and read their names
In powerless envy.

Women Poets of China
Kenneth Rexroth and Ling Chung

MARRIAGE

Females were a liability in the traditional Chinese family mainly because of marriage practices. A **dowry** had to be provided by the girl's family before she could marry. As soon as she was married she would live in the household of her husband, often rarely or never seeing her own family again. As a married woman she would fulfill her responsibilities not only to her husband, but also to her husband's parents. She was expected to wait on her in-laws every morning, feeding them and helping them to bath and dress and also helping them in the evening. Thus, female children were viewed as parasites. They consumed goods but did not contribute to the welfare of their own families. Women had little opportunity to bring status to their own family--the family line/name was carried through the male, women did not have rights of inheritance, powerful and lucrative government jobs could be held only by men, and females were not allowed to participte in any significant religious rituals.

Because the birth of females had such a negative economic impact upon a family, **infanticide** was often practised. During the Sung, Ming, and Ching dynasties, killing of female babies was common. Girl babies were drowned, stabbed, dumped in out houses or simply abandoned. At other times young female children were sold into prostitution or sold during times of famine so other members of the family could obtain food.

REMARRIAGE

Beginning in the Sung, Ming, Ching dynasties, widows were **forbidden to remarry** (or at least discouraged from doing so.) The sexually abstinent widow brought fame to her family. Some women committed **suicide** to preserve their chastity and glorify the family name. Other wives, to show their fidelity to their late husbands, **disfigured** themselves so they would be unattractive to men. In the Ming Dynasty, for example, 8,688 suicides to preserve chastity , and 27,141 cases of disfigurement by distraught widows were recorded! (Chinese Women: Past and Present, by Esther Lee Yao). Disfigurement included amputation of arms, ears, noses, scarring of the face. The Ming Dynastry, in fact, encouraged these practices by exempting families of dead widows from governmental service and even establishing government recognition for chaste widows.

DIVORCE

Women were not allowed to divorce their husbands. However, there were seven reasons why husbands could divorce their wives:

1. **Disobedience to parents-in-law**
2. **Barrenness**
3. **Adultery**
4. **Jealousy**
5. **Incurable disease**
6. **Excessive talking**
7. **Thievery**

HISTORICAL AND LITERARY CHINESE WOMEN HANDOUT

Match the following women with their accomplishments.

A. QIUJIN
B. LI QINGZHA
C. JING YOUXIA
D. GUAN YIN
E. CI XI
F. ZONG PU
G. BAN ZHAO
H. DING LING
I. CAI WENJI
J. XIAO ZHUANG
K. ZHANG JIE
L. FUHAO
M. QIN LIANGYU
N. DENG YINGZHAO
O. XIANG JINYOU
P. BAOGU
Q. ZHU SHUZHEN
R. XIAO HONG
S. MADAM WEI
T. SONG QINLING
U. HUA MULAN
V. XUE TAO
W. YU XUANJI

HISTORICAL AND LITERARY CHINESE WOMEN

_____: Mythological goddess associated with motherhood, childbirth, mercy and kindness.

_____ **(100A.D.)**: One of the most notable scholars of all China who wrote Admonitions to Women, a guidebook for the conduct of women which was followed for thousands of years. She also believed that women should be educated as well as men.

_____ **(133-192 A.D.)**: Famous Chinese poet; one of her most well known works is Sorrow and Resentment.

_____ **(317-420 A.D.)**: China's first woman physician. Baogu became known for her skills in moxibustion, a traditional Chinese method of treating warts and tumors.

_____ **(lived during Eastern Jin Dysnaty 317-420 AD)**: A famous calligrapher, she wrote a famous treatise called Chart of Brush Position. She developed a new school of calligraphy, some tenets of which are followed today.

_____ **(5TH CENTURY A.D.)**: Often called the Joan of Arc of China, this woman took her father's place in war and fought successfully for twelve years.

_____ **(768-831 A.D.)**: Celebrated Chinese poet. She also made her own writing paper, known for its fine pale quality.

_____ **(d. 868 AD)**: One of the most well known Tang Dynsasty poets.

_____ **(about 1,000 A.D.)**: Considered one of the most famous of Chinese poets. Her poetry during the first part of her life described the delights of nature and the boudoir. Her later poetry concentrated on her rootlessness and loneliness after a change of fortunes.

_____: Her poems, Heartbreak Collection, collected in 1182 express her sorrow and frustration of being a Chinese woman living under a feudal system.

_____ **(1400 B.C.)**. The first woman to appear in China's written history, she was the wife of Shang ruler, Wuding. She commanded military expeditions, owned land and practised divination. Many Shang Dynasty bronzes bear her name.

_____ **(1600)**: This woman led a small army into battle against rebels in the southwestern provinces of China. She led an army of 3,000 called the White Sticks. The Ming Emperor made her Commander-in-Chief of all his armies after she had put down various rebellions.

_____ **(1651-1667)**: Known for her powerful influence over her grandson, Kang Xi, one of the most outstanding Manchu rulers. She emphasized propriety and education for her son and grandson in preparing them to rule.

_____ **(1838-1908)**: Called the Dragon Empress, she rose from being the daughter of a minor official to being the defacto ruler of China for more than fifty years.

_____: A twentieth century feminist, this woman was selected by the Communist Party's Second National Congress in 1922 to be the first Director of its Women's Department. She worked tirelessly to improve the conditions of Chinese working women.

_____ A revolutionary and feminist, this woman poet and journalist founded and wrote for the Chinese Women's Journal in Shanghai. Her essays and poetry decried the status of women in China and such practices as footbinding and arranged marriages. She was arrested, tortured, and beheaded by the Ching government in 1907.

_____: One of China's foremost writers, her books include Shanghai Spring 1930, and The Sun Shines Over the Sanggan River. She was the winner of the Stalin Prize for Literature.

_____ (died 1981): This woman worked hard to improve the education and condition of women throughout China. She was Vice-Chairman of the People's Republic, and in 1951 received the Stalin Peace Prize. She was married to Sun Yat-Sen and was given the name, Quiet Protester.

_____ **(1930's)**: She wrote about rural conditions in northeast China before and after the Japanese occupation. She was especially concerned about the fate of Chinese women and was one of the first to describe the living conditions of rural Chinese women.

_____: She was one of only thirty-five to fifty women to have completed the Long March. Having worked tirelessly for China and women's rights, she has often been sent on missions to carry on foreign affairs for the Chinese government. She was also married to Zhou Enlai for over fifty years.

_____: One of the most cultivated writers of the 1950's, she wrote about the influence of the revolution on women.

_____: Publishing in the 1970's, Zhang Jie's most famous work is Love Should Not Be Forgotten. Her work explores the need for human relationships and love, themes that were neglected during the revolutionary period.

_____: The first Chinese woman judge and President of the Shanghai Law School.

Historical and Literary Chinese Women

Annotated Teacher Key:

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ACTIVITY: FAMOUS CHINESE WOMEN FAIR

Each student chooses an eminent Chinese woman to study and research, particularly through reading biography and autobiography. During Fair Day each student **dresses as and takes on the persona** of that person. Several variations of activities can occur: Students introduce themselves to others informally, comment upon significant events, people, obstacles and accomplishments in their lives; or students present **short five to ten minute presentations** with hand outs and visuals on the person they studied.

Students may also choose to do a series of **activities based upon Bloom's taxonomy** as applied to the investigation of successful persons. This assignment is based upon an article in Gifted Child Today, "A People Fair" by Nancy B. Cutforth, November/December, 1984:

- ***KNOWLEDGE***
  Build a chronological time line of your person's life
- ***COMPREHENSION***
  Restate the philosophical beliefs of your person in oral discussion.
- ***APPLICATION***
  Design a T-shirt or other article of clothing which represents your person.
- ***ANALYSIS***
  Compare/contrast the sociological factors prevailing at the time of your person's life with the present.
- ***SYNTHESIS***
  Describe the characteristics of heroes of the time when your person lived.
- ***EVALUATION***
  List the characteristics of your person. Indicate which characteristics were helpful and which were hindrances.

ACTIVITY: TRADITIONAL ROLES OF CHINESE WOMEN AND ACHIEVEMENT OF INDIVIDUAL CHINESE WOMEN

After students have read the handout on "Roles of Traditional Chinese Women" and completed the exercises on Historical Chinese Women and Chinese Women Fair, initiate a discussion of the following paradox: How does one reconcile the restricted role of Chinese women with the outstanding accomplishments of some individual Chinese women. **How did women transcend these narrow roles?**

A DAUGHTER OF HAN:
THE AUTOBIOGRAPHY OF A CHINESE WORKING WOMAN

A Study Guide

> "To see a sparrow walk is a sign of good fortune. But they always hopped for me."
>
> *Ning Lao T'ai-t'ai*

OBJECTIVES:

1. To become familiar with a typical Chinese working woman's life, including beliefs, attitudes and values.

2. To become aware of the limited roles of Chinese women of the nineteenth century: widow, concubine, wife.

3. To become aware of the cultural attitudes and practices that impede the progress and fulfillment of women.

4. To identify the personal characteristics that enable people to survive difficult circumstances.

SUMMARY: In the 1930's Ida Pruitt, an English woman staying in Peking, made friends with an older Chinese working woman. For two years, three times a week, Ning Lao T'ai-t'ai told her richly detailed life's story to Mrs. Pruitt. Lao Ning was married at thirteen, became poverty-stricken in her twenties with the death of her mother and the opium addiction of her husband. With two young daughters to rear, Lao Ning worked as a beggar, a seamstress, a nanny, a factory worker. She worked for Muslim, Chinese, and missionary families; she knew the rich and the poor, the devious and the humble. Her story is one of spirit, grit, and edurance in an incredibly difficult world.

ACTIVITY: DISCUSSION AND ANALYSIS OF THE NARRATIVE

1. What do these quotations reflect about the traditional female role in nineteenth century China?

> "How could such a person, living behind walls, know how to manage poverty?"
>
> "In the old days in P'Englai the daughters of the family were allowed to follow their parents to the grave." (p.77)
>
> "Matchmakers were not asked 'Is she beautiful' but 'How small are her feet?'" (p.22)
>
> "The foreign woman had a school for girls and urged my mother to send me to school . . . My father became enranged at the very idea." (p.24)
>
> "The girl with the full head of hair is not as free as the one with a bare head." (p. 29)
>
> "Respectable women did not walk in the streets of P'Englai." (p. 47)
>
> "Parents loved them so much that they would never find mothers-in-law for them" (speaking of twin girls, p. 206)

2. What was Lao Ning's **marriage** like? What was the quality of her relationship with her husband? What was her sister's marriage like?

3. Describe Lao Ning's **life from 1887-1888** after her mother dies.

4. Lao Ning describes the **plight of widows** at various times in her narrative; Comment on the position of widows in Chinese society after reviewing *the remarriage of a widow* p. 178-179 ,*marriage of a virgin to a dead man* p. 183, *the widow's p'ailo* p. 183, the *widow of General Sung Ch'ing* p. 100:

5. Lao Ning worked in several wealthy homes with concubines. Comment on the **position of concubines** in Chinese society after reviewing the *Third and the Fourth Mistresses* p. 107-109, *concubine of the P'Englai official* p. 116, the *the concubine who commits suicide* p. 182:

6. What is the significance of the male child in Chinese society? Cite examples throughout the book that illustrate the **status of men** in traditional Chinese society:

7. Make a **time line for Lao Ning's life** (this can also be done in groups, with each group taking a different stage in her life). Include the most significant events: **birth, childhood experiences, marriage, children, jobs, significant people, tragedies, joys.** What would you have liked about her life? What would you have disliked?

8. What are the **personal characteristics** of Lao Ning that you admire and that helped her survive in such a difficult environment? What are some of her personal characteristics that may have been self-destructive?

9. What was Lao Ning's **personal philosophy of life**?

Do you agree or disagree with the following comments:

"Life is like a game of chess. The paths laid out must be followed. Destiny cannot be forced."

"Only fortune that comes of itself will come. There is no use to seek for it."

10. If you were going to **select key scenes** from Lao Ning's life to be filmed--which are the more memorable ones you would want to include? Why are these events so important or emotionally moving to you?

11. List the traditional practices/attitudes toward women described in a Daughter of Han that no longer exist in modern China:

ACTIVITY: ORAL HISTORY

Students read the publication, Instant Oral History by William Zimmerman and then interview a Chinese American woman or a Chinese woman student at a local university.

ACTIVITY: RECORDED ORAL HISTORIES

Students listen to the recording Women Unbound, a cassette from Pacifica Radio which interviews Chinese women on the changing role of women in the People's Republic of China.

CONTEMPORARY CHINESE WOMEN

"Women hold up half the sky"

OBJECTIVES

1. To become aware of the strides Chinese women have made toward equality since the founding of the People's Republic of China.

2. To become aware of the similarities (education, employment, family) of Chinese and American women.

3. To consider possible strategies to enhance the status of women worldwide.

BENCHMARKS IN CHINESE HISTORY FOR THE LIBERATION AND EQUALITY OF WOMEN:

HANDOUT

The Reform Movement of 1898 advocated the banning of foot binding and the establishment of schools for women.

The 1911 Revolution fostered a feminist movement that supported equal rights for men and women and encouraged women to participate in political life.

The People's Republic of China, founded in 1949, proclaimed that Chinese women were equal with men in all aspects of political, economic, cultural and social and family life.

- Land Reform: Before the People's Republic of China, women had no right to own land. After 1949, women obtained the right to own land for the first time.

- Voting: The Electoral Law of the People's Republic, enacted in 1953, guarantees women the same voting rights as men.

- Work: Women after 1949 were encouraged to work outside the home to provide themselves with an independent source of income.

- Education: After 1949 the Chinese government institute illiteracy campaigns to increase the literacy rate for all Chinese, including women.

- Marriage Law of 1950: This law abolished the feudal system of arranged marriages, concubinage and established equality in marriage law between men and women, emphasized monogamy, sexual equality and the protection of the rights of children.

- Prostitution Ban: Beginning in 1949, the government began a national compaign to outlaw the rampant sexual exploitation of women. The government also instituted a policy of education for former prostitutes.

- Protection of the Rights and Interests of Women: This comprehensive law, promulgated in 1992, further supports the legal equality and protection of Chinese women. Among the 54 articles included in this law, 75 percent list in detail "the consequences and legal responsibilities for infringements, thus providing an operational legal basis for enforcement of the law."

"The Situation of Chinese Women"
Beijing Review, June 6-12, 1994

CONTEMPORARY CHINESE WOMEN
QUIZ

The information for the following questions was obtained from three articles: "Preliminary Analysis Report on the Survey of the Social Status of China's Women" by the Project Group of All-China Women's Federation (ACWF) in Chinese Education and Society, Vol. 26. No. 3, May-June 1993 , "China Actively Prepares for World Women's Conference," Beijing Review, February 28-March 6, 1994, pp. 8-15, and "The Situation of Chinese Women" (document) Information Office of the State Council of the People's Republic of China, Beijing Review, June 6 12, 1994, pp. 9-23.

1. Chinese women make up what part of the world's female population? a) one-tenth b) one-fourth c) one-third d) one-half (Beijing Review, June 6-12, 1995).

EDUCATION

2. In 1992 the school attendance rate for girls from 7 to 11 years old has risen to a) 60 percent b) 70 percent c) 87 percent d) 96 percent (Beijing Review, June 6,12, 1994).

3. What percentage of the dropouts in public education in 1990 (ages 6 to 14) were girls? a) 40 percent b) 50 percent c) 73 percent d) 83 percent (Beijing Review, February 28-March 6, 1994).

4. According to this survey, of young women under forty approximately a) 25 percent b) 45 percent c) 60 percent d) 75 percent had an education equivalent to or higher than that of junior middle school. This figure is 50 percent higher than that for their mothers' generation (Chinese Education and Society, 1993, p. 9).

5. In 1992 women teachers at all levels of education made up a) 30-45 percent b) 40-50 percent c) 60-70 percent d) 75-80 percent) of teachers nationwide (Beijing Review, June 6-12, 1994).

6. At Beijing University, the most distinguished university of China, about a) 15 percent b) 25 percent c) 33 percent or d) 44 percent of the 3,000 academics are women (Beijing Review, June 6-12, 1994).

POLITICS AND GOVERNMENT

7. In 1993, when the Eighth National People's Congress convened, a) 10 percent b) 21 percent c) 34 percent or d) 42 percent of the deputies were women (Beijing Review, June 6 12, 1994).

8. By 1993, the number of women who were members of standing (permanent) committees was a) 2 percent b) 12 percent c) 15 percent d) 23 percent (Beijing Review, June 6-12, 1994).

9. As of 1993, how many women mayors or deputy mayors are there in 517 cities? a) 75 b) 100 c) 200 d) 300 (Beijing Review, June 6-12, 1994).

EMPLOYMENT

10. The employment rate of Chinese women between the ages of 20 and 45 years of age has reached a) 50 percent b) 60 percent c) 75 percent d) 90 percent (Beijing Review, February 28-March 6, 1994).

11. The income a woman makes in the cities is a) 50 percent b) 62 percent c) 78 percent d) 90 percent that of a man's income (Beijing Review, February 28-March 6, 1994).

12. In the areas of agriculture, forestry, animal husbandry, fisheries and water conservancy, Chinese women account for more than a) 25 percent b) 50 percent c) 70 percent d) or 80 percent of all the workers (Beijing Review, June 6-12, 1994).

13. In the area of scientific research and comprehensive technological services, women in China make up a) 15 percent b) 25 percent c) 35 percent d) 50 percent of those employed (Beijing Review, June 6-12, 1994).

14. Among engineering college graduates, women accounted for a) 2 percent b) 12 percent c) 27 percent d) 52 percent (Beijing Review, June 6-12, 1994).

15. In the Chinese Academy of Medical Sciences, women make up over a) 18 percent b) 26 percent c) 35 percent d) 40 percent of scientists with senior professional titles (Beijing Review, June 6-12, 1994).

16. Of the over 40,000 people surveyed a) less than half b) half c) more than half said that "women hold up half the sky", i.e., assumed a role equal to that of men (Chinese Education and Society, 1993, p. 13).

17. In this survey, what percentage indicated that there were still inequities among men and women with regard to employment: a) 10 percent b) 33 percent c) 45 percent d) 60 percent (Chinese Education and Society, 1993, p. 14).

MARRIAGE, FAMILY AND HEALTH

18. In China today, approximately a) 50 percent b) 60 percent c) 70 percent or d) 80 percent of women under 40 had decided their own marriage (Chinese Education and Society, 1993, p. 11).

19. In urban areas, over 85 percent of women have maternity leave lasting a) six weeks b) two months c) three months d) six months (Beijing Review, June 6-12, 1994).

20. Currently the mortality rate for pregnant and lying-in women is about a)1500 per hundred thousand b) 1000 per hundred thousand c) 500 per hundred thousand or d) 95 per hundred thousand (Beijing Review, June 6-12, 1994).

21. Currently the infant mortality rate is a) 200 per thousand b) 100 per thousand c) 50 per thousand or d) 30 per thousand (Beijing Review, June 6-12, 1994).

22. What percentage reported that females who give birth to a girl are still looked down upon: approximately a) one fourth b) one third c) one half d) three fourths (Chinese Education and Society, 1993 p. 14).

23. In the majority of Chinese families the a) wife b) husband c) husband and wife together decide(s) the family budget (Chinese Education and Society, 1993, p. 11).

24. In the majority of Chinese families the a) wife b) husband c) husband and wife together decide(s) what choice of further schooling or vocation for the children (Chinese Education and Society, 1993, p. 11).

25. The average life expectancy of the Chinese woman is a) 37 years b) 45 years c) 58 years d) 72 years (Beijing Review, June 6-12, 1994).

Contemporary Chinese Women
Quiz

Answer Key:

1. b
2. d
3. d
4. c
5. a
6. c
7. b
8. b
9. d
10. d
11. c
12. b
13. c
14. c
15. d
16. c
17. b
18. c
19. c
20. d
21. d
22. b
23. c
24. c
25. d

Discussion:

First, I included information on Chinese women based upon Chinese sources and research. The information provided by these articles and the Chinese government seems relatively candid and honest. Secondly, I think that students should be asked about comparative statistics for American women. The teacher could supply the following information, or a research project could be assigned students, who would find the resources for these statistics themselves. These statistics on American women support that American and Chinese women share many things in common. Neither Chinese nor American women have complete equality in their respective countries:

American Women: Women in the United States earn about 72 cents for each dollar a man earns (if the woman is college educated); 65 % of all minimum-wage earners are women. The majority of women remain in traditional female jobs, "pink collar" sector--low paying administrative or clerical service jobs.

Drop out rates can be high for minority populations, approaching 50 percent in urban settings. Research supports that both male and female educators teach boys and girls differently. They interact with boys more often than with girls, giving boys at least four times more praise and direct instruction. Seventy percent of physics, chemistry and computer science students are male and only 15% of engineering degrees are obtained by women. Women earn half as many doctorates as men. On the college campus 98% of the engineering faculty is male while men make up 75% of the professors in business, fine arts and social science. Women represent only 39% of medical school enrollment.

China Daily commentary

Women's status

THE white paper "The Situation of Chinese Women" released by the government outlines the tremendous changes of the status of Chinese women in the last 45 years since the birth of the People's Republic.

The misery of Chinese women in the thousands of years of feudalistic society can hardly be comprehensible to an outsider without a due all-round knowledge of China's past. However, only against the background of their wretched lot in these times can one appreciate the great significance of the changes the successful Chinese revolution, and China's reform and opening in the past decade in particular, has brought to women.

Though the most inhumane practice of "foot-binding" was outlawed after the 1911 Revolution led by the great patriot Sun Yat-sen, the bondage of women in various respects had undergone but small changes until 1949.

As one of the goals of the liberation, the people's government of New China took immediate measures to pursue the emancipation of women.

Before liberation, peasant women had to toil in the fields all year round. Otherwise, except for a very small number of the educated, few women engaged in any work other than house-keeping. After liberation, with the spread of education, more and more women began to seek a career of their own. Today, as shown in the white paper, women account for 44 per cent of the total number of China's workforce, while the world average is only 34.5 per cent.

Women entered administrative areas, once the solemn preserve of men. In 1994, 16 women hold the posts of ministers or vice-ministers under the State Council and 18 hold the posts of provincial governors or deputy-governors. In 517 cities, there are now more than 300 female mayors and vice-mayors.

Women's record in athletics is especially spectacular. Of the 775 world championships won by the Chinese in the years after liberation, 460, or 59 per cent, were by women athletes. And women brought home three-fourths of the gold medals China won at the 1992 Olympics.

Thus, emancipated Chinese women have proved their equality to men in many fields.

With the deepening of China's reform and opening to the rest of the world, women are playing an increasingly important role in all walks of life.

However, because of historical reasons, there is still a long way to go before Chinese women can truly enjoy equal rights in all respects as men. Cases of discrimination against women still occur now and then. The whole society, women's organizations in particular, are sparing no effort to combat these phenomena so that the relevant legislation provides protection for women as they are meant to.

To further promote the cause of equality for women, Beijing will host the Fourth World Conference on Women in 1995. And it is doing the best it can to make the conference a success.

China should use the opportunity to better acquaint the world with the improved status of Chinese women and the problems they still face. The release of the white paper by the government is one step to this end.

Meanwhile, through hosting this international gathering, Chinese women will discuss with their foreign sisters the issues confronting women of the world and together contribute to the global advancement of women. With great interest and concern we watch the preparations proceeding and wish all success to this significant conference in Beijing.

CHINESE WOMEN AND THE FAMILY
HANDOUT

Summary of a lecture presented by Dr. Lijuan Pang, Professor of Early Childhood Education, Beijing Normal University, Friday, July1:

Chinese Working Women

Almost all women work outside the home. This is one of the most important issues facing Chinese women today. Chinese women work 1) for economic reasons. They help pay expenses for food, housing. Although expenses in China are lower, wages are also lower, so both men and women must work. 400-500 Yuan per month is a salary for an average worker. 2) Chinese women also work for equal status in the family and society. This was very important previously but is becoming less so now. In interviews with women who work only in the home, they have said they are lonely if they stay home, and they don't have money or equal status.

A few women are saying that women should go back to working only in the home. This may be said by wealthier women.

Women typically work as teachers, office workers, salespeople, factory workers, or in restaurant or hotel work. China has a same job/same salary policy. However, now many people do not want to hire working units with females, so some women to not have the opportunity to make equal salaries.

The male/female faculty ratio at Beijing University is about half and half. However, in some science areas there are more men. At the level of assistant professor, the university has about one half males and one half females. However, at the higher rank of full professor there are many more men. Beijing Normal University has a process called exceptional promotion whereby younger staff members (45 years old or younger) are promoted more quickly to higher levels. The first time exceptional promotion was used all males were promoted. In 1994, of seven positions open, six were given to men and one to a woman. One explanation given is that men can spend more time on research, while women are often raising families. More females receive exceptional promotion to the level of associate professor. Today ability and achievement are much more important in deciding promotion. For the position of professor one must have two books and at least ten research papers published. Beijing Normal University has one female vice president. One of the benefits of promotion is living conditions. Individuals under 30 have only a one bedroom apartment, while an associate professor can have a two bedroom apartment.

Chinese Women and the Family

The person who is mainly responsible for housework, buying and preparing food is the woman. Men may purchase food, but they will seldom prepare food. According to Dr. Pang, men talk, play with children, play chess or watch television while women wash clothes, cook, or clean. However, in southeast China, particularly Shanghai, men have a tradition of helping women in the house. In northeastern China a strong tradition exists that males cannot help females with these tasks. Professional men are more likely to help women.

According to Dr. Pang, Chinese women have two weaknesses. First, they lack confidence and secondly after they are married and have children, they lose interest in their own careers and in improving themselves, mainly because they have so little time. In Chinese tradition, a twenty-year old woman is described as a flower, a thirty-year old as a melon (because she is tired and exhausted) and a forty-five year old as in a second season to be beautiful.

Although a 20-year old can legally marry, many people do not. The average age of marriage is 23-25 years old, and many professionals wait until they are older than 25. Even ten years ago parents decided marriage partners in rural areas. This is no longer true in urban areas. Almost all women marry, because they receive too much pressure from parents if they don't. The problem of teenage pregnancy is almost nonexist in China. Although some university students live together in secret, this is not common. When individuals marry, they usually have a small civil ceremony and invite a few family members and friends afterwards for some special foods. Spending a lot of money on a marriage celebration is discouraged. The exchange of rings is becoming a popular custom.

Many professional women hire babysitters from the rural areas through the Women's Federation. These babysitters live in the home with the family. Today, it is no longer true that when a woman marries she loses her family.

Chinese Women's Education

According to official Chinese policy, men and women have equal rights and opportunities in the pursuit of education. Both men and women can compete equally in the national examinations. This equality is particuarly true in the cities, but less true in rural areas. In rural areas, if the family can support only one, they will support the male in obtaining an education. China requires nine years of compulsory education. There is no charge for attending except for books and supplies. However, often in rural areas fathers don't want girls to attend school. Fathers do not have the money even for books and supplies, and the labor of young women is needed both in the house and in the fields. Also, tradition has dictated that girls go to another family, so fathers have not typically spent time and money on girls. It is not unusual for girls 10 years old to have studied only three or four years. Young women can write a lettter of protest to the government or a local women's federation. However, most mothers discourage daughters from doing this so as not to get fathers in trouble.

The universities have approximately an equal number of men and women in most disciplines; however, because there are so many more men in sciences, the actual statistic is one third women to two thirds men registered in universities throughout China. Dr. Pang believes that young girls in elementary school have self confidence, but by high school they lose this confidence in their ability. Young women select history, language or social science to study, while young men select physics, and other sciences.

Chinese People's University has a women's studies major. Formal educational system is for people between 18 and about 26 (for starting a degree). The Chinese system does not allow women to go back to school in their forties. Only people younger than 45 can study for the Ph.D.

SHANGHAI MUNICIPAL WOMEN'S FEDERATION HANDOUT

The following information was obtained from a brochure handed out during a presentation on July 21 at the Shanghai Women's Federation:

Shanghai Municipal Women's Federation founded in August, 1950, is a mass organization of women from all walks of life in Shanghai. It has always been a bridge linking the Party and Government with the broad masses of women. The municipal women's congress is to be convened every five years when SWF leaders are elected by the representatives from over 5,000,000 women adults. Now there are 100 executive members, of whom 15 are members of the standing committee. The executive committee is composed of women from all walks of life, including workers, peasants, intellectuals, women cadres, professors and well-known patriotic personalities.

Shanghai Women's Federation is divided into various departments, Publicity and Information Dept., Liaison Dept., Children's Department, Personnel Dept., Tertiary Industries Dept., Urban and Suburban Work Dept., Research and Investigation Dept. We have women organizations at all levels of districts, counties, neighborhood, communities, townships even at villagers' committees in the rural areas and residents' committees in the city, where we have women work committees in the fields of party and government organization, science, technology, education, culture, publising, health, YWCA, minority nationalities and all Democratic Parties as well. Various women unions are group members of the Shanghai Municipal Women's Federation such as Women Engineers Union, Women Journalists' Union, Women Doctors' Union, Women Lawyers' Union, Women Judges' Union, Women Scientists' Union, Women Architects' Union, Women Entrepreneurs' Union. The basic work principle of SWF aims at representing and protecting the legitimate rights and interests of women, improving the equality of the sex and developing the cause of women and children:

The tasks of SMWF at the present are as follows:

- To unite women from all walks of life to improve their social status through their active participation in reform and modernization construction.

- To encourage women to "learn science, technology, and knowledge", provide good conditions and environment to women cadres and others.

- To promote the education among women in "self respect, self care, self confidence, and self improvement" in order to improve the quality of women masses so that they can compete in the society successfully.

- To protect women's legitimate rights and interests in all spheres of life: political, economic, cultural, social, including family life, as well as helping and educating children for the healthy growth.

- To cite "March the 8th Red Banner Pace-setting" every two years to encourage women from all walks of life to make greater contributions to building Shanghai into a prosperous city.

- To cite "Prize for Heroine", encouraging women to gain greater achievements in invention, scientific achievement, offering good suggestions and making effort in the campaign of promoting production and increasing income, saving materials and energy.

- To cite "Prize for Role Models," who are good at learning knowledge and technology and make great achievements in the rural areas.

- To set examples of role models through the medium of newspaper, the broadcasting station and TV station, trying to let the people realize the role and status of women.

- To educate women to correctly handle love, marriage and family problems according to social ideology and ethics, to play an important role in the activities of harmonious "Five-Good" families in order to build over 4,258,400 families in Shanghai into warm, colorful and thrifty families.

- To hold the Shanghai Family Culture Festival every two years, to combine various activities with scientific, healthy, and sporting education to improve the quality of family life.

- To help mothers give a scientific and better idea for educating their children to meet the needs of the country, to establish Shanghai Children's Coordination Committee, mobilizng the whole society to protect and take good care of children in the fields of family education, daily necessities, culture, art and other aspects, to set up Shanghai Children's Foundation, collecting funds from the society to improve the educational facilities, to do a better job for the well-being of children. SWF endeavors to build the Children's Camping Centers at She Shan, Liu He and Dong Ping, 200 children activities centers, 2800 schools for parents in which some programs are taught over radio.

Under the guidance of SWF, there are various units working for the benefits of women and children, i.e. the Children's Scientific Education Center, the Municipal Kindergarten, the Music Kindergarten and Shanghai-Hongkong Nursery, that are famous in the city for their high qualities of education, advanced equipments and good environments. Two periodicals, "For the Children" and "Modern Life" are regarded as two of the best magazines in Shanghai. SWF runs Women Cadres' School and the Women Education Center as the basis to improve the cultural level of women cadres and masses. The Women Activity Center with the floor space of more than 7,000 square metres and nine-story-building is a cultural entertainment center for women in which they can have good communication with each other through various training classes, shopping center, restaurants, ball room, fitness hall and beauty salon, etc. SWF also runs a Women's Credit Bank and Women's Travel Service Agency. With the help of SWF, Shanghai Women Studies Association and Shanghai Research Association of Marriage and Family have been established, which are the centers of women's studies and seminars on women's issues without overseas women to be held occasionally.

SWF strengthens the close like with compatriots from Hongkong, Macao and Taiwan and takes good care of family members of those who have gone to Taiwan and women from different nationalities as well as with women from different circles of intellectuals, industry and commerce and religions. in 1985 "Women and Children Committee of Shanghai-HongKong Economic Development Association" was set up by the combined efforts of SWF and Hong Kong well-known women, which helps women who are very active in the development of welfare and care for women and children to establish kindergarten and nurseries. SWF has also wide contacts with professional foreign ladies, wives of foreign experts and female staff from different Consultants in Shanghai.

SWF develops friendly exchanges and contacts with women all over the world. From 1979 to 1993, SWF has received about 500 women delegations from over 150 countries and regions while we also sent Shanghai Women Good Will Delegations aborad, thus promoting the mutual understanding and friendship between women of Shaghai and women of various countries and regions.

In reform, SWF will make greater efforts to defend the specific interests of women masses in order to build her into a mass organization of unity, greater attraction and vitality.

Poll finds protection of women's rights still weak at fo

Union urges more women to close ranks

by Zhang Xia

WOMEN workers often suffer from appalling work conditions despite their increasingly vital role in foreign-funded enterprises, according to a report released last month by the All China Federation of Trade Unions (ACFTU).

The report, which concentrates on foreign-funded firms, cites an increase in sexual discrimination in the work place and labour disputes.

A poll conducted by ACFTU in 1991 and 1992 among 914 foreign-funded enterprises showed that women accounted for 50.4 per cent of the total 160,000 employees.

In Qingdao, Shandong Province, local statistics released in April showed that women accounted for 60 per cent of employees at the city's 3,000 foreign-funded enterprises.

Many foreign firms did not sign labour contracts with their employees and some factories, especially clothing and shoe manufacturers, hired and fired women workers at will.

Even where labour contracts were signed, some employers still failed to meet the State labour rules.

And workers' rights and interests were rarely given a second thought.

A survey of 733 women workers in Guangdong Province showed that 32.87 per cent worked without labour contracts, and 23.5 per cent held contracts that had no legal effect.

Some overseas investors only employed unmarried girls between 18 and 25 years old, who they dismissed once they got married or became pregnant.

Despite the State regulation that women workers should be paid their wages and some subsidies during maternity leave, many enterprises simply chose to ignore the rules.

Equal pay for equal work was not a philosophy all employers were ready to subscribe to. At some enterprises, women still got less money than their male counterparts doing the same job.

Meanwhile, many women were often forced to work overtime without getting additional pay.

In a toy factory in Guangzhou, capital of Guangdong Province, workers, most of them women, had to work 15 hours a day. Even then, they were not allowed to take Sunday off or enjoy any annual holiday leave.

The report said that some overseas-funded enterprises, especially small manufacturing factories, paid little attention to safety conditions.

Last November, 84 women workers were burnt to death in a fire at a Shenzhen toy factory run by a Hong Kong businessman. Investigative reports after the disaster found that all exits were closed during work hours to "prevent theft."

Another fire that broke out a month later in a Fujian factory run by a Taiwan businessman killed 59 women workers.

Besides, the health of women workers is often threatened by noise pollution and poisonous gas. A survey of 158 Hainan-based factories with heavy pollution found that less than 10 per cent of the firms gave their employees, mostly young women, regular health check-ups.

In some foreign-funded enterprises, some women workers were forced to stand in heavy rain or under the scorching sun as punishment.

As some foreign-funded firms do not have trade unions, women are without channels to voice their complaints. And for the sake of money, many would rather swallow their pride and endure the polluted environment or corporal punishment.

"Women employees in foreign-funded enterprises, like those in State companies, are also the master of the State. Their political rights, economic interests and personal dignity should not be infringed upon," the ACFTU report stressed.

Many women workers in foreign-funded enterprises are migrants from the countryside. Their lack of education gives them little knowledge about law and many do not know how to protect themselves.

Women workers' organizations, therefore, are badly needed to safeguard their rights and interests, said the report.

According to the State Trade Union Law, all foreign-[redacted]ed [redacted] establish trade unions. [redacted] wit[redacted] th[redacted]fema[redacted]loye[redacted]ld establish commissions of women workers.

Where trade unions have formed they have proved effective in protecting women workers' legal rights and resolving labour disputes.

Trade unions should be seen in a positive light by employers. They are conducive to enterprise prosperity because they help to build a more harmonious relationship between employees and management.

The union commissions can co-ordinate with local labour departments and supervise the implementation of regulations to ensure that female employees are protected.

Trade unions should also organize women workers to study employment law to strengthen their bargaining position within the work place, said the report.

By the end of last year, trade unions in foreign-funded enterprises numbered 8,260, with a membership of 1.3 million.

A recent decree by the State Council demands that by the end of the year, trade unions should be set up [redacted]reign[redacted]d ent[redacted]s in d[redacted]men[redacted]

Women workers first victims of hard times

BEIJING: China's women workers are the first to be fired as unprofitable state companies streamline their operations and are the last to be hired for new jobs, according to the *China Daily*.

Factory managers discriminate against women by axing them before men and do not want to employ childless women in case they want maternity leave in the future, said Sun Chunlan, head of the Women's Federation in northern Liaoning province.

China's welfare system is financed by employers and workers who are fired are left destitute. They have no salary, medical care or schooling for their children

Wang Zhaohai, a textiles worker, was fired when her state employer slipped deeply into the red. She was given no severance pay or unemployment benefits, and her family was left to survive on US$12 (HK$93.6) a month.

The average urban salary is about US$96 per couple per month.

Ms Sun's federation, which is a non-governmental organisation, helped Wang borrow US$36 to set up a small grocery store. It has also enabled more than 100,000 of Liaoning's laid-off women to find new jobs.

Unfortunately, a further 500,000 women have been laid off in Liaoning in recent years.

"Many women just wait for their former corporations to point them in the direction of a new job but the corporations, trapped in debt, cannot afford to help them," Ms Sun said.

The late Communist Party chairman Mao Zedong broke with tradition in the 1950s and encouraged Chinese women to go out and work in factories as equals with men.

Mao said "women hold up half the sky" and promoted equal pay for equal work.

— United Press International

Divorce is the best solution

EDITOR:

It is hard to see how any intelligent couple that is no longer in love can object to the idea of getting divorced. In fact, most couples would get divorced immediately — if only they had the spirit to do so.

The reasons for divorce as a way out of a bad marriage are obvious.

First of all, marriage is the result of love. It means happiness, respect, consideration and a warm family.

There is no reason for a couple who is not in love to continue living together. Indeed, the couple would feel much better being separate than living under the same roof.

That is why the idea of divorce is becoming more and more socially acceptable and the divorce rate is rising quickly.

Secondly, some people often claim it is harmful to children if their parents get divorced; these same people, however, fail to pay attention to the suffering done to children by living in a house where their parents quarrel every day.

Museum tells story of women's empowerment

by Chen Ya

KU Shulan, 72, never expected her papercuts would someday be collected as art treasures by a museum.

After all, she was just trying to kill some free time.

Ku began wielding her scissors roughly 20 years ago after she retired from practising traditional Chinese medicine in a remote village in Northwest China's Shaanxi Province. She practically wallpapered her home with the colourful papercuts. They filled her simple abode, which was carved out of a mountainside, with warmth and life.

Though Ku didn't think her cuts were anything special, they caught the eyes of experts who regarded them as unique and precious art.

"Unlike other papercuts, each of Ku's works tells a vivid story," says Wang Aiping, research fellow at the Women's Studies Centre at Zhengzhou University. The images in her work include humans, animals, flowers and buildings, and often a single composition combines many images.

"Ku's work reveals an ordinary woman's extraordinary talent," Wang says.

She chose 13 of Ku's cuts for the Women's Museum at Zhengzhou University in Henan Province. Established in mid-1991, the Zhengzhou Women's Museum is the first centre for women's art.

Ku's works are just one set of a proud lineage telling the story of Chinese women's empowerment. The collection traces developments in women's culture and history.

"Though Chinese women have played an important part in our country's long history, their contributions have long been downplayed by historians," says Li Xiaojiang, professor of women's studies at Zhengzhou University. "We realized there was a need for a place which would focus on women."

With her colleagues at the university, Li was the chief founder of the museum.

To make it more accessible to the public and the international community, Li visited three women's museums in the United States, Denmark and Germany.

"All the museums pay great attention to women's creations, placing them within historical and cultural contexts. That approach inspired me a lot," she said of her trips.

Li explains that each of China's 56 nationalities has its own distinctive history and culture, so there is a wealth of material to be collected and displayed. She feels the task is a pressing one.

"Some of the precious folk art created by these ethnic groups, especially by some minorities, is in imminent danger," she says, "so we must do our utmost to preserve them for our later generations."

In the last three years, the museum collected more than 1,000 articles relating to women, including dresses from 10 ethnic groups, handicrafts and fabrics, and exhibits relating to the biological process of giving birth.

The most eye-catching pieces in the museum may be the books, paper fans and handkerchiefs that are inscribed with ancient characters used and understood exclusively by a group of women in South China's Hunan Province. These "women's characters" are still prevalent among several hundred women in a few villages in Jiangyong County of southern Hunan. The local women speak the same dialect as the men, but use their own written characters.

The characters first gained international attention in 1982 when a professor from the South China Institute of Nationalities came across them. Now experts have given the unusual gender-specific writing system its own place in the Chinese language family, though its origins have not yet been clearly described.

"The unusual usage appears only in isolated areas," says Wang Aiping, who has been studying the characters for several years. "Women from neighbouring villages in the same county use the same characters as men."

The earliest articles in the museum employing the unique writing style date back to the Qing Dynasty (1644-1911). Most of them are letters between sisters or girlfriends, and some also record historical events.

But this special written language now faces extinction with the death of two talented women who are considered masters of the characters, says Wang. The other village women are only able to read and write the characters, but cannot create new words. To make matters worse, many young girls in the village now learn to write from their fathers, rather than carrying on the female tradition.

"Our museum has saved more than 20 such pieces for further study," she says proudly. This is in keeping with the museum's short-term purpose: to save as much as possible of what relates to women's cultural contributions or to particular historical periods.

Displayed in the museum are several pieces of black, blue and white cloth woven by the women of Yao, a minority in the Guangxi Zhuang Autonomous Region. The Yao women have woven them into vivid pictures which tell the history of their people.

But as the market economy reaches the remote Yao villages, more and more women prefer buying cloth to weaving it themselves. So this combination of cloth art and history is disappearing. "All we can do is to store these once-numerous rarities," sa[illegible] Li.

Since the museum has no direct State funding, only one full-time worker and less than 10 part-ti[illegible] staff members, it is virtually imp[illegible]sible to collect all the important [illegible]ticles from across the country.

"Despite our handicaps, we're ve[illegible] lucky to have the assistance [illegible] women's federations at all levels," [illegible] says. "They help us a lot. We let the local federations know what we need, then pay them for what they c[illegible] obtain for us."

Museum personnel also collect or buy whatever they come across that they consider worthwhile.

"But what we are doing is only [illegible] beginning," Li says. "Our museum is far from its ideal shape, as far as I'm concerned."

Li has her own ambitious agenda [illegible] the museum, which she regards as her child. At present she and her colleagues are gathering objects di[illegible]playing women's family and soci[illegible] roles at varying historical periods. Objects cover women's movements after the Opium War (1840) until t[illegible] present; women of ethnic minoriti[illegible] women's culture as told through ch[illegible]acters; handicrafts and folk arts created by women; relations between Chinese women and their siste[illegible] around the world; and women's l[illegible]erature including books, papers, magazines and video tapes on Chinese women.

"I'm well aware that the museum [illegible] envision is far beyond the means of our present staff and limited resources. But we're committed to la[illegible]ing the foundation for a comprehe[illegible]sive collection," Li says. "This is [illegible] project that will take generations. But we are resolved to make it a success.

"The story of women in China d[illegible]serves to be told, and the mission of our museum is to tell it."

DISCUSSION OR RESEARCH QUESTIONS ON CONTEMPORARY CHINESE WOMEN

1. Students take quiz on Contemporary Chinese women and read handouts: " China Daily Commentary Women's Status" (June 3, 1994), "Chinese Women and the Family," and "Shanghai Municipal Women's Federation." After the various readings and discussions in class analyze in what ways Chinese and American women are similar and share similar concerns and problems. Identify ways in which Chinese and American women have significantly different concerns or problems.

2. In China thousands of women's organizations work to identify problems and make suggestions for solving these problems that affect women. These organizations work to safeguard women's rights and improve the status of women. The largest of these is the All-China Women's Federation which is made up of women from different ethnic groups and all walks of life. In addition, many local organizations and women's federations work to help women improve their condition in society. Research and discuss four women's organizations--include at least one example of a national organization and one example of a local organization--that work to improve the status and help solve the problems of American women.

3. Read the following newspaper articles on Chinese women clipped from Chinese newspapers during the summer of 1994: "Women Workers First Victims of Hard Times," "Divorce is the Best Solution," "Union Urges More Women to Close Ranks," and "Museum Tells Story of Women's Empowerment." Ask students to spend several weeks clipping from local or national newspapers articles dealing with women and women's issues. Compare and contrast the issues and problems of women that are making national/local headlines in China and the United States. In one week the local paper in Salt Lake City had articles on the gender gap in wages for county workers, the Utah legislature's drafting of bills to help lessen domestic violence (mainly against women), the gender gap in the ownership and use of personal computers, and the lack of women representatives in the state legislature.

THE STATUS OF WOMEN
FINAL ACTIVITY

After students have read the various articles and participated in the activities presented in this unit, they will conclude their study of Chinese women by completing a problem solving activity. The focus of much of the discussion in this unit has been the ways Chinese and American women are similar as well as different. Most experts in women's studies agree that the status of women around the world (including the United States) is less than that of men. The following activity has students divide into study and problem solving groups of four people. After doing additional research and following the problem solving process, each team will present their solution.

THE SIX STEP PROBLEM SOLVING PROCESS

This activity is based upon the curriculum model of Future Problem Solving developed by Paul Torrance at the University of Georgia. The six steps in problem solving are:

1. Brainstorming problems. (Students will use their handouts provided in this unit and other independent research they have done.)
2. Stating the problem for creative attack (I have provided the basic problem)
3. Brainstorming alternative solutions.
4. Developing criteria for evaluating solutions.
5. Evaluating solutions and selecting the best solution.
6. Presenting or selling the best solution.

In what ways can China and the United States improve the condition and status of women:

STEP ONE: BRAINSTORMING POSSIBLE PROBLEMS

Begin this section after you have read the problem statement and discussed it with your team members. Brainstorm as many problems or difficulties as you can regarding this situation. List only your **20 best ideas** and number each. (For example, students might point out problems in education, employment, family life, etc.)

The **guidelines** for brainstorming:

1. Be **fluid**--as many ideas as possible

2. Be **flexible**--think of as many different kinds of problems as possible.

3. **Defer judgment**--you will be evaluating the ideas later.

4. **Piggyback**--combine ideas and concepts.

STEP TWO: STATING THE PROBLEM

- In what ways can China and the United States improve the condition and status of women:

STEP THREE: ALTERNATIVE SOLUTIONS

Brainstorm as many possible solutions as you can to the problem as you have defined it. Record only 20 of your team's solutions below. Number your solutions:

PART FOUR: CRITERIA FOR EVALUATING SOLUTIONS

You will have brainstormed more solutions than you need. You must now select your best alternative and make it better. List from three to five criteria that you think are the most important for judging your solution.

A good criterion has the three following characteristics:

√ **Single dimension**: for example, which solution is the most practical (one idea)

√ **Measure of degree:** for example, which solution would be least costly?" (avoid statements that can be answered yes or no)

√ **Desirable direction:** for example, which solution would have the fewest adverse side effects?

1.

2.

3.

3.

5.

STEP FIVE: EVALUATING ALTERNATIVE SOLUTIONS

List below ten of your best alternative solutions and evaluate them according to your criteria. Rate each alternative on each criterion on a scale of 1 (poorest) to 10 (best):

STEP SIX: BEST SOLUTION IMPLEMENTATION

What is your best solution? How can you make it better?

Two things should be considered:

1. Identification of those who will be affected most by the solution (part of the plan should include a way to "sell" them on the solution), and

2. Identification and explanation of the major actions necessary to implement the solution.

Ask the following questions:

1. Who will be affected?
2. When will the solution be implemented?
3. For how long will the solution be in effect?
4. How will the solution be implemented?
5. Who will implement?
6. What problems might develop that must be overcome?
7. How will we know if we've solved the problem?
8. What resources, if any, will we need?
9. Where will the solution be in effect?

Each group presents its solution to the rest of the class.

The Status of Women

Teacher key:

The two articles, "China Actively Prepares for World Women's Conference" and "The Situation of Chinese Women" listed in the bibliography offer suggestions for improving the status of women:

- Provide legal services to women.
- Increase women's participation in political decision making.
- Strengthen women's education.
- Promote women's participation in economic development and expand the realm of employment for women.
- Offer community services and child-care facilities to women.
- Increase knowledge of health care practices, including family planning.
- Develop I inks with women's organizations and individuals around the world.
- Take part in international cooperative projects concerning women.
- Use mass media and research institutions effectively to safeguard the rights and interests of women.
- Launch campaigns for female self-improvement.
- Punish acts of discrimination, persecution, and violence against women.

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